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ABSTRACT

This booklet deals with the specialized problem of providing admissions guidance for American students abroad seeking entrance into American colleges and universities. Necessary procedures are explained and the advantages and drawbacks to applying from overseas are given. Also included is a description of the kinds of American colleges, their characteristics, academic demands, accreditation and other information designed to aid the student in choosing a college suitable for his objectives. Information on forms and sources of financial aid, application procedures, and requirements for admission are explained in some detail. The booklet concludes with a bibliography listing other basic information sources and service organizations likely to be of assistance to American students overseas. (SR)

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A guide for Americans overseas

by Gene R. Hawes

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Introduction

One of the world's established streams of student migration consists of the movement of many thousands of young Americans each year into colleges at home from schools abroad. Compared to high school students in the United States, these students face very special problems as they set out to go to college. Their schools also confront unusual difficulties in aiding them with up-to-date college guidance.

For many years, the College Board has provided entrance examinations for these students in all parts of the world. The Board has begun taking further modest steps to assist the students and schools in recent years through its office of international education in cooperation with its program of guidance services. This booklet represents one step in helping American students abroad enter colleges at home where they might most profitably continue their education.

Such assistance is consistent with the general purposes of the College Board. Though the Board, a nonprofit education association, is best known for its examinations, its activities concern all aspects of the transition from high school to college in America. A membership organization, the Board serves colleges, schools, and students in many ways—through not only tests but publications, conferences, research studies, student financial aid analyses, and programs for improving guidance, admissions operations, and curriculums. It functions as the agency of its membership, which consists of colleges and universities, secondary schools, and education associations.

Gene R. Hawes, the booklet's author, is a free-lance journalist who has written extensively on college and college admissions. In preparing this booklet, he consulted many students and experienced educators as well as organizations in order to insure accurate facts and a sound viewpoint. The College Board and

Mr. Hawes wish particularly to express their appreciation to the members of the advisory group listed below, who were of great assistance in developing this publication.

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This booklet, it is hoped, will prove useful not only to American secondary school students overseas but to their schools, teachers, counselors, and parents as well. Suggestions for improvements in future revisions will be most welcome.

Albert G. Sims
Vice President
College Entrance Examination Board
New York, New York

1. Steps to make sure of admission

This booklet explains the major things that Americans abroad need to know about getting into college. It is designed mainly for young Americans in American secondary schools in other countries around the world. It concerns entering a college or university in the United States as a freshman, that is, a beginning undergraduate after high school graduation.

In order to be brief, it refers students wherever possible to other sources of information and advice. All the sources named and still others are listed on pages 84-89, with addresses given for obtaining the publications and for receiving additional information about the services described in the text. A detailed index is included to facilitate continued reference to the booklet after an initial reading.

A majority of the students in American schools abroad attend the Overseas Dependents Schools of the U.S. Department of Defense. Students in the dependents high schools are provided with guidance counseling services as an important part of their education. As a result, these students will find the booklet helpful for supplementary rather than primary use. The same will hold true for students served by professional guidance counselors in overseas community schools, international schools, company schools, church schools, and schools of other types sponsored under American auspices abroad. A number of the overseas schools, though, have no professional counselors.

Students in schools overseas, along with their parents, may be troubled at times by a basic misconception. In this mistaken view, which has been given wide currency by articles in American magazines, getting into college seems extremely hard.

It is true that a few well-known American colleges do select their students from only about the most promising one-tenth of young

Americans. These colleges also reject many applicants who have very strong academic records. The misleading articles have tended to depict admission at only these few colleges as if it were typical for all respected colleges.

However, there are more than 400 public, two-year colleges in all parts of the country that are normally open to any high school graduate. There are also hundreds of other accredited colleges that accept conscientious C-average high school graduates year after year. And a large majority of the nation's regionally accredited four-year colleges and universities, numbering more than 1,250, generally accept all students who have made at least B or B-minus averages in adequate college preparatory studies.

As an overseas American student, then, you need not worry about being unable to get into college. You can be quite sure of admission to a good college for you if you take certain necessary steps—and, especially, if you take them in time.

A timetable for getting into college

When to take the necessary steps to get into college can count decisively for American applicants abroad, mainly because of their long and uncertain lines of communication. Also, many steps in getting accepted have to be taken by dates as absolute as the hours in a railroad timetable (though these dates vary widely for different colleges). Each major step you should take and the time in which you should take it are listed on page 9.

Although the early timing of the steps is highly advisable, it is not absolutely necessary should your case be a rare or desperately late one, as will be explained in Chapter 7.

If you are attending a school in the Southern Hemisphere, please note that all references to

seasons in this booklet signify seasons in the Northern Hemisphere.

Later parts of the booklet make clear what each of the steps in the timetable involves. In fact, the booklet in one sense does little more than explain and cite further information on each step in turn.

Your timetable of steps for getting into college

What to do:	*When to do it:*
1. Find out about colleges basically	before the eleventh grade
2. Appraise yourself and your plans in relation to college	in the tenth and eleventh grades
3. Explore for financial aid if you need it	in the tenth and eleventh grades
4. Take admissions and scholarship tests initially	in the eleventh grade
5. Pick colleges to consider seriously	by the end of the eleventh grade
6. Carefully choose colleges to apply to— and apply	at the end of the eleventh grade (before your school closes)
7. Take tests required for admission and financial aid	in November, December, or other specified month of the twelfth grade
8. Handle acceptances, rejections, and last-minute problems	through the twelfth grade

Note: If you apply under an "early decision plan" of your preferred college, it is advisable to complete the first five steps several months earlier.

Your objective: admission to a suitable college

Colleges differ more widely than you may imagine. In order to make sure not only that you will get into college but that it will be worth all your trouble, you need to realize early what you're after—a college that really fits your goals, abilities, finances, and tastes. It has to. Otherwise, either you may not get in or may not stay.

To see why, you should understand first that American colleges differ tremendously, more than you've ever imagined. Colleges do not all represent one uniform kind of experience. They vary in cost from a few that actually pay you to attend to ones that charge over $3,000 a year. They vary in admission from ones that take almost all applicants to ones that reject four out of every five superior students who apply. They vary in enrollment from one or two hundred students to tens of thousands. They teach almost any conceivable subject from which young people might benefit. They reflect almost all kinds of predominant atmospheres, sheltered or venturesome, devout or skeptical, social or reflective, practical or idealistic, athletic or artistic, egalitarian or aristocratic, provincial or cosmopolitan.

You accordingly have an enormous range of choice, one so large that it makes how you choose a college far more important than how a college chooses you.

Because colleges have developed in such diversity to serve great varieties of students and purposes, you will surely find a good many that would suit you rather well. These colleges should be appropriate for you in four main ways. They should be colleges that give study programs in what you generally or specifically want to learn (or might want to learn). They should next be colleges where you can be admitted and where you can afford the costs (pos-

sibly with financial aid). Finally, they should be colleges where you would enjoy living and working, which would both challenge and satisfy you.

"But this is all so obvious!" you may think. Is it? Hundreds of thousands of college students transfer to other colleges every year. And half of all students who enter four-year colleges never get their degrees. Much transferring and dropping out, of course, stems from natural changes in interest, purpose, and circumstances. But a large (and needless) part of it occurs because those four basic considerations were not obvious to hosts of young people and their parents.

Applying to a parent's alma mater out of ignorance about other colleges sometimes turns a student in the wrong direction. Overseas students seem particularly inclined to try a mother's or father's college without fully exploring it *and* other colleges.

Blindly settling on some famed college very often heads a student toward an inappropriate college. Thoughtless parents, especially, tend to fix on colleges of wide renown for their children, for false reasons of social status rather than sound ones of educational suitability. Looking into some of these colleges, and even making applications to them, can be perfectly all right if based on realistic appraisals of both them and yourself. But looking only to such colleges is certainly foolish and possibly disastrous. For renowned colleges are usually the most demanding ones academically and the most expensive ones financially. And going to one of them guarantees nothing either in your present worth as a person or in your future success.

Aiming at colleges too easy for you, on the other hand, can be almost as senseless as aiming at ones too hard.

A Columbia College sophomore observes of

his American school friends in Frankfurt, Germany, "Some classmates of mine didn't set their academic sights at all right. They just took the simplest route, going to colleges back home that were much too easy for them, considering the kind of work they could really do."

Going to a college where the work was much too easy for you might waste part of the ability you could otherwise develop. Worse still, in time you might find it to be an awful bore.

2. Advantages and drawbacks to applying from overseas

From the standpoint of getting into selective colleges, there are some factors working in your favor and others working against you. It may help you to realize early what they are—especially since the bad factors will pose problems for you in any case, while the good ones might not help you much unless you make sure that they do.

Advantages

Your main potential advantage lies in your opportunity to learn about another people and culture by being where you are. Colleges think highly of the educational value of acquaintance with foreign cultures. A common degree requirement of theirs is basic mastery of a foreign language. Many of them also offer their students an option of full-credit studies during a "junior year abroad."

You can imagine, then, that a college might well be impressed to see that you have mastered a foreign language and learned about a country's culture at first hand while still in high school. Quite aside from college, such knowledge represents a sizable asset of yours for many careers today as well as for an educated person generally.

Your mere physical presence in another land means little, though, either for admission or for your future. "Most of us," one admissions director declares, "are strongly prejudiced in favor of the student who has had a study experience abroad." He adds, though, that with such a student, "we will look for evidence of participation with citizens of the foreign country rather than just with other Americans. We stress the value of participation in the activities and culture of the host country, regardless of whether the schooling is in English or in some other language."

You are fortunate if your school is one of

those that capitalizes on its location to provide studies and activities in which you can learn about the country and acquire its language. Whether or not your school has such offerings, you will benefit from acting on your own initiative. The very least you can do is to develop basic familiarity with the language and with the country's political, economic, and cultural life, to see something of its arts, and to travel to as many as possible of its museums, historic landmarks, major regions, and leading cities.

The further you go beyond that, the better. Some American students go far indeed. One in Europe, for example, learned the country's language well enough in school to converse comfortably with people his own age and to meet their families, and even to visit and take a few courses in their schools. He also traveled as widely in the country as he could and read a great deal about it.

"It was a wonderful experience," he says. "I'll never forget it. And I'm sure all I learned will be useful, time and again."

Some colleges, as noted earlier, select their students from among applicants who are almost all highly qualified. Colleges like these often decide to admit on the basis of qualities that differentiate some applicants from others who have no special qualities aside from uniformly glowing academic records. If you have extensive and evident knowledge of a foreign country, it may be the distinguishing factor that wins you admission to one of these colleges. This could be the case, that is, if your other qualifications put you well in the running for the college. Remember, this is merely a possibility. You cannot count on having such special knowledge guarantee you admission to some particular college.

Drawbacks

Offsetting your rare opportunity to learn about a foreign culture are several drawbacks to applying from overseas. First of all, the colleges very likely seem strange to you. To become familiar with them, you will have to do much more reading and talking about them than you would were you applying from the States. Foresight can relieve the problem if you happen to be on a home visit or living in the States at any time before entering college (even two or three years before). You can pick out several colleges that interest you and go see for yourself what they are really like.

"It was terribly frustrating to have to wait weeks or maybe months to hear from colleges," one student who got into a well-known college for women in the United States recalls of her application efforts overseas. "Some colleges I wrote to didn't even use the air-mail stamps I enclosed to reply."

Long waits and possibly a complete lapse or two will very probably plague your correspondence with colleges. College catalogs and other literature will ordinarily be sent by slow-moving surface mail. Such hazards make it imperative for you to write to colleges much earlier than do students in the States. An engineering student who applied from abroad recommends his formula for peace of mind. "I assumed the worst possible delivery time, each way," he says, "and then I doubled the total to get my deadline for writing to a college about anything, anything at all."

Do not be dismayed if you receive no reply to a request after a reasonable length of time. Simply write again, politely. Your letters can sometimes go astray. And the burden of keeping your long lines of communication open rests with you.

Some colleges advise their overseas appli-

cants to include air-mail-stamped return envelopes with correspondence. Most colleges—unlike the one complained of above—would be careful to use such envelopes, whether requested or not.

One kind of delay can happen by accident right in college admissions offices if you do not indicate conspicuously what kind of applicant you are. "These applicants should clearly identify themselves as Americans overseas by attaching a note to that effect to their application," advises the admissions director of a university in southern California. "Often," he adds, "overseas applicants are mixed with foreign students and the delays caused by this confusion are sometimes harmful."

Another good way to identify yourself on all letters is suggested by the admissions officer at a Massachusetts college. Right after your return address at the head of the letter, add two or three lines saying that you are an American student attending such-and-such school in such-and-such place and country.

Matters can also be made complicated for you by your having moved, once or possibly much oftener, during your secondary school years. These moves can create difficulties for you by leaving possible gaps in your pattern of preparatory subjects required by a college, in the record of your studies sent to colleges by your school, and in your school's recommendation of you to colleges. How to cope with these possible difficulties is explained in Chapter 6, on meeting admissions requirements.

3. Finding out about colleges

College, like exercise or a balanced diet, ought to be good for you. You can judge just what kinds of good different colleges might do you, though, only if you understand what American colleges are like. Not all students in the overseas schools know this. One girl in an American school in Brazil who had already been accepted by a university in the Midwest, for example, startled her counselor one day by asking, "Will I have to paint very many pictures in this liberal arts education I'm going to get?"

The main kinds of American colleges

Liberal arts colleges, this young lady should have understood, form the main part of higher education in America. The four-year liberal arts education they provide is the kind of learning commonly meant when Americans refer to "getting a good college education."

Like Caesar with Gaul, professors today divide all knowledge into three parts: the humanities, the sciences, and the social sciences. A liberal arts education generally consists of first getting acquainted with each one of these three parts in college-level courses. Doing this usually occupies most of the first two years of a four-year college program.

In the humanities students take courses in such subjects as literature and language, philosophy, religion, music, fine arts (art history and criticism), and perhaps the performing arts. Sciences might include physics, chemistry, mathematics, geology, psychology, or biology. Studies in the social sciences would be in subjects like economics, sociology, anthropology, government, and history. (At some colleges, there are "interdisciplinary" or "interdepartmental" courses in these areas, for example courses in Western civilization or Oriental thought. These might also be called "sur-

vey" courses, or ones in a college's "general education" program.)

To this general education part of a liberal arts education is added the equal of at least a full year's study in a "major" subject. (A major is usually a single subject like English or history or psychology, but can be—perhaps with special approval—a "combined major" such as philosophy–literature, biology–physics, anthropology–sociology, or economics–international affairs.) The rest of a four-year program is made up of "electives" that a student is especially interested in studying and possibly a "minor" subject concentration in addition to the major.

Notice that, even if you are studying in a liberal "arts" college, you can graduate from it with a major in mathematics, physics, or chemistry. In other words, the liberal arts include the sciences, though some colleges try to make sure that the public will understand by calling themselves colleges "of liberal arts and sciences."

Four-year liberal arts programs lead to the regular college degree, the bachelor's degree, often the "bachelor of arts" degree, though the "bachelor of science" degree may be awarded to science majors (or even to humanities or social science majors at some colleges; there's really no consistent difference between these "B.A." and "B.S." degrees).

What does all this about the baccalaureate degree and liberal arts have to do, you may wonder, with careers? Quite a lot. Today's large businesses rarely hire as management trainees young people who do not have the bachelor's degree, and rarely promote persons without the degree into executive positions. The bachelor's degree is the minimum one required for entering many professions (or entering the postbaccalaureate or "graduate" studies required for them)—teaching, engi-

neering, medicine, law, the ministry, dentistry, architecture, public accounting, and so on. Having a bachelor's degree most often makes a person eligible to enter either civil service or military service at higher grades than those open to persons without it. In short, almost all the more responsible and better-paid careers in the white-collar occupations today are open only to college graduates.

The pronounced importance of the bachelor's degree to careers came about accidentally, over many years and for many reasons. Unfortunately, it tends to corrupt the best and basic reason for getting the degree, which is simply to satisfy a love of learning, of using one's mind to understand more about life, people, oneself, the past, the universe.

Another substantial (though smaller) segment of higher education in the U.S. is made up of four-year colleges that emphasize preparation for special professional areas—colleges of education for future teachers and other school professionals, engineering colleges, and colleges of business, of fine arts, of music, of architecture, of pharmacy, of agriculture, of home economics, or of still more highly specialized fields. These colleges usually offer basic liberal arts courses for a student's first two years, with a variety of professional majors, minors, and electives for the last two years.

A few engineering colleges (usually ones named "institutes of technology") have grown into quite large institutions with a number of constituent schools and programs for both undergraduate and graduate students. Among examples are Massachusetts Institute of Technology, Illinois Institute of Technology, Virginia Polytechnic Institute, and Texas Technological College.

Professional undergraduate colleges are parts of universities in many cases. Also, at many liberal arts colleges, students can major

in professional areas (perhaps most commonly, "education" for those preparing to teach, or business, or music), as well as in academic subjects. Some liberal arts colleges and professional colleges offer in addition studies leading to the master's degree in a few subjects. (The "master of arts" or "master of science" degree is normally granted for a year of full-time study in a subject beyond the bachelor's, and often a fairly substantial research thesis.)

"University" as a name is variously applied in the U.S. It almost always means at least a four-year college granting a bachelor's and usually also a master's degree, as at Wesleyan University. It often indicates a cluster of colleges, for instance a liberal arts college with one or more four-year professional colleges and a number of master's programs, as in the case of Seattle University. In its fullest and what many regard as its truest sense, a university consists of one or more undergraduate colleges plus graduate professional schools (as in law, medicine, or theology) and graduate programs leading to doctoral degrees—the doctor of philosophy in liberal arts fields, the education doctorate, the engineering doctorate, and so on. Columbia, Harvard, Johns Hopkins, Duke, Chicago, Stanford, and most of the older state universities are universities in this sense.

Colleges that offer two-year programs leading to varieties of "associate" degrees represent an already large and still growing part of American higher education. "Junior college" is the older name for these two-year institutions, while "community college" is the newer and very popular name for public ones sponsored by city, county, or state governments. More than a sixth of all college students now attend the 750 or more two-year colleges in the country today. These colleges have two kinds of programs: "transfer" programs, in which students complete the first two years of a four-

year program (and then go to a four-year college to get a bachelor's degree if they wish); and "terminal" programs, in which they learn one of a great number of semiprofessional or technical specialties (like vocational nursing, law enforcement, fire science, computer programing or operating, cosmetology, engineering technician or aircraft mechanic fields, electronics, dental hygiene, retailing, bookkeeping, automotive repair, general or medical secretarial studies, and so on).

You might decide to go to one of the many community colleges (which are especially numerous in the largest states) because, on the whole, they are the least expensive to attend and the easiest to get into of all the main kinds of colleges. If you did, though, you would probably have to arrange to live with relatives or friends, since many community colleges concentrate on serving students in their communities and have no dormitories. A private two-year college could appeal to you for much the same reasons as a four-year college and might be particularly attractive if you think you prefer just two years of college instead of four.

Colleges' differing characteristics

Colleges differ not only by major types, as just outlined, but in certain other basic characteristics that it should help you to know of. There are two main differences between a college or university sponsored under private auspices, and one with public (that is, governmental) sponsorship. Private institutions often have higher tuition charges and more difficult admissions standards than public institutions, although you may find quite a few exceptions to this general tendency. (Three large public institutions, for example—the University of California, the University of Michigan, and the College of William and Mary in Virginia—have

admissions standards comparable to those of the most selective private colleges in their respective states.)

Church-related colleges numbering some several hundred in all represent a kind of private institution that may be important to you. Organizations within many denominations and faiths sponsor colleges. As you might expect, these colleges are generally ones that feel most congenial to respective believers. Some of them also give preference in admission to members of their sponsoring religious groups. Almost all of them, though, welcome applicants of any faith; many do not require students of other faiths to take part in religious services, while quite a few do not require attendance at religious services for any of their students.

About 500 colleges are only for men or for women students, in contrast to the large majority of coeducational colleges and universities. Some private, nonsectarian colleges for men or for women are among the academically strongest colleges in the country. Seven of the eight Ivy League universities, for example, arose out of men's colleges that stem from colonial days (Brown, Columbia, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale; the eighth is Cornell).

Some educators view the members of the Seven Eastern Women's College Conference (Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley) as the feminine counterparts of the Ivy League colleges. These women's colleges, and others like them in various parts of the country, often originated from the feminist movement of the late 1800s and early 1900s to win the vote, college education, and general emancipation for women.

"Co-ordinate" is a term you may come upon occasionally in reading about colleges; it is

used to designate men's and women's colleges that are located near each other as affiliates or parts of the same overall institution.

In social life, colleges for men or for women offer many opportunities to meet members of the opposite sex, and have just as many functions like dances and parties as coed colleges. At coed colleges, of course, young men and women are more continuously in casual social contact. Some students feel strongly about the difference; others do not.

A college's physical surroundings may affect your sense of satisfaction as a student. Many colleges are located in cities or suburbs; many others are in small "college towns" or out in the countryside. Some people strongly dislike the city's crowding, noise, and commotion. Others detest what they see as the banality, dullness, and isolation of small-town or country living. If you have marked feelings of either kind, they should obviously be allowed for when you choose possible colleges. Don't jump to conclusions about a college's setting, though, if your feelings about it are not intense. You would be surprised to see how many urban colleges have broad greenswards, trees, and playing-fields, and how many rural colleges bustle with cultural and social life. Some students today prefer colleges "where the action is" in metropolitan areas, but there are plenty of ivory-tower colleges in cities and many colleges responsive to contemporary life in small towns.

Levels of academic demands

Your workload of study could vary greatly from one college to another. Very few people realize how widely colleges differ in the level of academic demands that they make. These levels vary from college to college largely with the range of ability represented among the students at each college.

How widely colleges can differ in this way is graphically suggested by Eugene S. Wilson, dean of admission at Amherst College, with co-author Charles A. Bucher in *College Ahead!* Should you take an introductory course in American history at College A, they say, you would study from one textbook in which you would read a chapter a week, 25 to 30 pages, and hear lectures on your reading and on textbook background material; you would be tested on what you remembered from the textbook. In such an American history course at College B, though, each week you would have to read 50 to 100 pages from one to three different books, and lectures would cover both your reading and supplementary material from your professor's own research; tests would again hinge on recall, but some would ask you to put together material from both the readings and the lectures.

By contrast, the introductory American history course at College C would require reading 100 to 300 pages or more in three to eight different books in the library, and could include lectures by professors in economics, government, and literature as well as in history, with additional ones by outside experts. Your assignments would be to write papers on some problem in history using what you had learned. "Coverage of material is not a goal in this type of course," the authors observe. "The goal is to get practice in thinking critically and independently about a problem in history."

Moreover, this would be just one of four or five similarly demanding courses you would be taking at College C. Your total studying there every week might call for mastering as many as three or four books that are difficult, technical, and densely stated, taking and organizing thorough lecture notes, designing and carrying out an experiment in the laboratory, writing a 10-page paper, and taking an examination or two.

Obviously, only a very capable student can keep up with such a load while also being out for a college activity or two, relaxing a bit, and perhaps holding a part-time campus job.

Your total weekly load at College A, however, might involve studying the equivalent of about half a textbook, doing some work on a 15-page term paper, going through a laboratory experiment completely outlined in the laboratory manual, and taking a short quiz. Some perfectly serious and conscientious students, perhaps like yourself, would need as much time to keep up with this workload as a typical student in College C would spend on his studies.

As you can see, a student who could just about manage to keep up with the work at College A would feel frantically overloaded at College C. It would be no favor to admit such a student to the heavily demanding college if he happened, misguidedly, to apply there. One main function served by admissions offices in evaluating applicants is to protect students like these from the ordeal of flunking out. Thus, you might not be admitted to a college that seemed to be too hard for you but could nevertheless still be a well-qualified applicant at many other colleges where the work was not so demanding. (Some state universities, though, admit all in-state high school graduates who apply and then have many freshmen flunk out in what has been called a "post-admissions selection" approach; the various kinds of colleges using such an approach often first advise weakly qualified applicants against entering.)

On the other hand, a student who could keep up at the heavily demanding College C might feel his potential wasted and his interests dulled at College A. He could no doubt be readily admitted to the less demanding College A, but he could be seriously short-changing his education should he apply there and go. (At College A, however, he could get a fine educa-

tion if he had unusual drive and went far out of his way to draw fully on the faculty and the library.)

Guidance counselors, admissions directors, and research psychologists spend years learning how to match college difficulty levels with student capabilities, and still can't do it without making occasional mistakes. Colleges, people, and events are all too complex to permit anything like perfect prediction.

You can take certain simple practical steps, though, to get some idea of whether your abilities might enable you to do at least passing work at a college you're thinking of. Ask a guidance counselor to help you, if you have one in your school; if not, try asking your teachers or your principal or headmaster for what help they might give.

One of the best ways is to write to a college outlining your academic record and test scores and asking point-blank.

Printed sources may also help somewhat. Colleges, in their own literature, sometimes give minimum class rank, average of marks in courses, and test scores that are advisable (or the minimum required) for applicants. Information like this for many colleges is available in several general reference books. The most extensive such information from colleges that are members of the College Board can be found in the current edition of the *Manual of Freshman Class Profiles.** Among general college directories that summarize such information are *American Universities and Colleges*

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* The 1967–69 edition of the *Manual of Freshman Class Profiles* is distributed only to school or college officers for professional use. You will hence have to be advised on the basis of it by an officer of your school, if he has a copy. Some of its data on the academic caliber of freshman classes at individual colleges appear in the colleges' statements in *The College Handbook, 1967–69*. Published biennially by the College Board for use by students, the *Hand-*

and *American Junior Colleges, The ACAC Handbook for College Admissions, The College Handbook*, the *Comparative Guide to American Colleges*, and *The New American Guide to Colleges*. The kinds of information given in each of these, and how to interpret and apply it in your own case, are explained in each book.

Evaluating individual colleges

Agonized uncertainty about even how to begin picking out colleges plagues many young people. Few have any colleges more than vaguely in mind at the start—though some may have inappropriate choices suggested to them by parents, as stated earlier.

To start, simply plunge in anywhere. Start with any college at all you think you might like, and perhaps ask your friends, counselor, teachers, or family friends about colleges they like. Liking counts. Colleges just can't be picked and gone to in a cold-blooded way with any satisfaction. You might plan for college in the same spirit of adventure and fun with which you would plan a vacation trip. Planning for college and for a pleasure trip are not too unlike. In each case, you first have to find out about places where you might want to go, then realistically match your choices with accommodations and schedules and money, and finally have alternate plans ready in case of unforeseen difficulties.

As a beginning step, many American students overseas start choosing colleges by find-

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book gives general descriptive statements for each of 707 member colleges of the Board in the 1967–69 edition. Plans have been made for colleges to consolidate data like that now given in the *Manual* into their *Handbook* statements starting in 1969. Readers should be aware, then, that *The College Handbook* from 1969 on will incorporate the *Manual*'s information (with the *Manual* being discontinued as a separate publication).

ing out about those in some particular part of the country where they've lived or have relatives or old friends.

People you know can not only suggest possible colleges but can tell you at least a little about the ones they propose. People like your counselor, or adults you know who have gone to a college, or brothers and sisters of a student at a college, may be especially informative. Quite a few colleges have alumni in many parts of the world and are glad to give you the names of some in your vicinity who will tell you about their alma mater, should you write the colleges to request such names. Smith College, for instance, does this. Especially valuable people to talk to, about college generally as well as their colleges in particular, are graduates of your school who are back on visits from colleges they are attending in the States.

People are good to consult about colleges because they convey feelings as well as facts. For the same reason, though, their view of the facts about a college may be partial, distorted, or badly out-dated. Don't take any reputed facts about a college that may be especially important to you simply at someone's word; find out yourself from some current and reliable published source, or from the college directly.

In your search, you will probably refer to several general college directories like those mentioned before. You should find them useful for giving you basic facts and first impressions about colleges you know of, and acquainting you with many more. With them, you can sort out suitable colleges that seem attractive to you from unrealistic ones and ones you probably wouldn't like. You may well find these books exasperating, though, for none of them will show conclusively which are the best colleges for you. No book could. You have to decide that for yourself.

Among these directories, the most authoritative ones are issued by education organizations. If you are interested in some specific profession for which you would have to qualify through undergraduate or graduate study, these directories can help you. Several of them list colleges and universities giving programs in 20 or more professional areas that are accredited by recognized professional agencies. For the latest and fullest lists of accredited professional programs, see the most recent edition of *Accredited Institutions of Higher Education*, which is issued twice a year by the American Council on Education. This book shows not only what colleges and universities have accredited programs in any of 29 professions, but all colleges that have regional accreditation. (Such regional accreditation is the principal kind of nationwide certification of colleges in the country; its chief practical significance for students is that study taken at one accredited college will be recognized with little or no loss of course credit by any other accredited college.) To discover colleges offering substantial programs for degrees in many more fields, see the current edition of a special U.S. Office of Education directory, *Earned Degrees Conferred.*

If you want to find out about one or more kinds of careers that interest you, see the current edition of the *Occupational Outlook Handbook*, issued by the U.S. Department of Labor. It tells what educational preparation is currently needed for almost any professional or career area and contains many more useful facts about the occupations.

Your fullest and most accurate source of descriptive information on a college is its own publications. The first one you might be sent after writing a college is a booklet telling generally about the college and especially about admissions procedures and requirements. The

one you should examine carefully is the college's catalog, bulletin, or announcements book (or, if you are interested in a college within a university, the university's general information catalog and the catalog of the specific college). Catalogs can have 200 pages or more, as they are issued for use by the college's students and give all basic information on regulations and services for students in addition to course titles and descriptions. Photographs showing campus scenes are usually also in the booklets and catalogs.

It would be wise for you to request college publications as early as possible so that you will have time to pore over them. Try to be sure to work from current ones so that specific details on matters like deadline dates, fees, and entrance requirements are up-to-date.

As informative and factually correct as they are, a college's publications understandably portray the college in an uncritical way. Facts about the kinds of applicants the college admits or awards financial aid to will usually be lacking (information that many colleges provide in detail for counselors in the *Manual of Freshman Class Profiles* and more briefly in some other books). The college's approximate level of academic demands will not be indicated, nor will the college's standing on many accepted standards of academic quality (like doctorates held by the faculty, faculty salaries, classes given by graduate students serving as teaching assistants, sizes of classes, strength of library, and adequacy of laboratories for students; however, it should be said that such information is not vital to many applicants, and that these are the kinds of qualities examined by regional accrediting commissions).

If you are able to visit some colleges, try to go when classes are in session so that you can talk to a variety of students, sit in on different classes, and see dormitories, activities, dining

halls, and hangouts in typical operation. You can drop in on colleges at almost any time, but it is far more courteous and effective to write in advance to arrange your call. A prearranged visit might include an interview with a member of the admissions office staff and a student-guided campus tour.

The many important matters to look into and ask about on a visit are explained in a National Vocational Guidance Association booklet, *How to Visit Colleges*, and in a number of books of general advice—among them, Lass's *How to Prepare for College*, Bowles's *How to Get into College*, Hoy's *Choosing a College*, and Einstein's *College Entrance Guide*.

Special advantages at state universities

Universities and colleges sponsored by the state in which you qualify as a legal resident offer you particular advantages. Serving primarily the people of the state, they have lower tuition rates and often less demanding admissions standards for state residents than for out-of-state applicants. For example, the 1966–67 tuition and fees at the University of Colorado for Colorado residents totaled $372, while for out-of-state students they were $1,120. The University of New Hampshire reported in 1966 that state residents "are admitted if they rank in the top two-fifths of their high school graduating classes, provided they are recommended or certified or both, have an appropriate college preparatory background, and have a satisfactory personal record"; it added, though, that admission for out-of-state students was "on a highly competitive basis" (one resulting in the rejection of many applicants who had made B or even A averages in college preparatory programs).

Such preferential charges and admission might save you many hundreds of dollars and

assure a desired acceptance. The fastest and best way to find out if you qualify as a legal resident for a particular state college or university you have in mind (through things like having been born or having lived in the state, or having your parents claim residence or pay taxes there) is by writing to the college itself. This is advisable because the state institutions in the same state may on occasion differ in their detailed definitions of who qualifies as a legal resident. Some, incidentally, provide that alumni children qualify for resident privileges regardless of where the young people are legal residents.

Accreditation of your school

Graduates of nonaccredited schools may be accepted at almost all colleges. By no means should you rule out of your consideration colleges that say they recommend or require graduation from an accredited high school for applicants, should your school be one that is not accredited. One group of educators long experienced with college-going students from the overseas American schools could recently recall only one institution in the country that strictly enforced such an accredited-school requirement. Almost all other colleges and universities, the educators felt sure, would waive any accredited-school provisions they had in the case of applicants well qualified for their programs. Colleges waiving the provisions, though, would want more evidence than usual for well-qualified candidates coming from unaccredited schools—more test scores; more detailed descriptions of courses taken, of system of marking used, and of the program and character of the school generally; more detailed recommendations about the applicants, and the like.

Should you wonder what such school accred-

itation is, there are two systems for it among schools at home—accreditation by state departments of education, and by the same six regional associations of colleges and secondary schools that grant regional accreditation to colleges and universities. Most secondary schools in America have state accreditation; relatively few have the usually more stringent regional accreditation; yet virtually all of both kinds place students in college with no particular trouble. Since state accreditation is not given to schools outside the state, regional accreditation is the only one applicable to overseas schools.

Accreditation of his school does not guarantee the caliber of a particular student, one knowledgeable observer comments, but it does indicate that he has studied in a program and under teachers of at least certain quality levels. A major role of accreditation is to help a school improve itself and the quality of education it provides for its students.

4. *Finding financial aid*

You can judge how likely it may be for you to need financial aid for college from the fact that family expenses to send a student to college now range from $1,000 to as much as $4,000 or more a year. That low of about $1,000 a year would apply to you if you went to a tuition-free college and lived in the home of relatives or friends; it includes living expenses as well as the costs of books and supplies, fees, pocket money, and local transportation. The high of $4,000 and up a year is spent by the families of students at the few colleges where comprehensive fees for studies and living on campus amount to $3,800 or more, with pocket money naturally extra. According to the U.S. Office of Education, the average annual expenses across the nation for students living at colleges in 1967 stood at $1,640 for public institutions and $2,570 for private institutions. Such average expenses seem certain to continue rising, moreover, at their past rates of 3 to 5 percent a year. To these expenses you would have to add those of traveling to college from abroad and back again unless they were taken care of by your parent's employer.

Extensive aid offered

American college students and their families very often obtain help of four main kinds to help pay their heavy college expenses. In apparent order of frequency with which students resort to them (which is the reverse order in which they are commonly thought of), the first three kinds are part-time jobs, loans, and scholarships. The fourth, to be discussed later, is low tuition. At least 1 in every 3 or 4 college students works in a part-time job during the academic year, while as many as half or more get summer vacation jobs. Loans for college on special low terms are obtained by a lesser but still very substantial proportion, perhaps 1 in

every 6 or 7 students. Fewer than 1 out of every 10 students is awarded a scholarship, a gift of money to help meet college costs. On the whole, scholarships are modest in annual amount, averaging across the nation $700 per student aided at private colleges, and $400 per student aided at public colleges.

Very often, at more expensive colleges (those with annual tuition of, say, $1,000 and up), financial aid of these three kinds is offered in combined, "package" form, rather than simply as a scholarship. Such an aid package may include a scholarship with a loan and a college-awarded campus job, or any combination of two kinds of aid. Colleges have begun awarding financial aid in combined packages in recent years in order to be able to help more students —one of whom might be yourself. Moreover, packaged aid enables colleges to meet more often the need of some students for aid covering much or all of the full costs of tuition, room, and board.

Low tuition (or free tuition, in a few instances) at a public college or university, as mentioned earlier, represents an important fourth kind of financial aid. Many people tend to overlook it because it comes automatically with attending a public institution. But it might make college possible for you if you could not meet the expenses at a private college that you had in mind, even with all the aid that you and the private college could muster. To a lesser degree, tuition rates at private colleges represent hidden scholarships, in the sense that colleges generally charge tuition fees lower than the full cost of the education they give their students.

One prime purpose today stands behind all this very substantial (but still not sufficient) financial aid for college: to help young people who have the ability for college studies but who could not otherwise afford to go. This aid is in-

tended for you if you could do good to excellent college work but you and your family do not have the means to make college possible. You should keep working toward college even though going may look financially difficult or even impossible. Unfortunately, not enough aid is available so that you can be certain of getting what you need. But your chances of getting it are better today than they have ever been for young people in your position. If your family has very slim means, your chances were bettered further by the Educational Opportunity Grants and College Work-Study Program jobs enacted as part of the federal antipoverty efforts in the last few years. By the same token, young people who can afford college even though their families may have to do without some luxuries to pay for it should not expect to get much or any aid.

Although some scholarships are still awarded regardless of financial need, most scholarships and other kinds of financial aid awards are granted on the basis of ability but adjusted in amount according to a student's need, as explained below.

How colleges estimate need

Should you apply for admission and for financial aid from a college, you will probably have your need estimated by the College Scholarship Service system. More than 850 colleges and universities participate in the CSS, which was organized in 1954 as an activity of the College Board. These colleges grant the large bulk of all college-awarded aid available, and all subscribe to the principle that "the total amount of financial assistance offered a student by a college and by other sources should not exceed the amount he needs." These and still other colleges, in addition to a number of noncollege sponsors of financial aid programs,

use the CSS system to estimate a student's financial need.

You may first come upon the CSS system in college or scholarship program literature advising you to complete a Parents' Confidential Statement (PCS), the basic family financial information form of the CSS. The college or program may send you a copy of the PCS form, or you may get one from your school counselor or the College Board. On it your parents (or guardian) are to give summary information about their income, assets, federal income tax totals, other children and their schooling, and any special financial circumstances of theirs. Your parents must agree on the form that, if requested, they will send an official copy of their latest federal income tax return.

Also, you are to list on the form the one or more colleges and programs to which you want copies of the PCS sent to meet requirements for your applications for aid. You then send only the one completed copy of the PCS with the specified fee (currently, $2.50 for the first recipient you name and $2 more for each additional recipient) to the CSS.

At the CSS, how much you and your family can reasonably afford to provide toward your freshman-year expenses will be estimated. The estimate is made in the light of the experience of many hundreds of thousands of families and of government cost-of-living studies. It includes small portions of your parents' income and assets, a fifth of your own savings, and your potential earnings during summer vacation (usually $300 for boys and $200 for girls). As an example, if your parents' income before federal income taxes were $8,000 and you were one of three children in a family with no unusual problems, the CSS would estimate that your parents could spare $600 out of income for your freshman-year expenses. (Cost-of-living studies indicate that families with three

children and incomes around $8,000 spend $800 or $900 maintaining a child during the school year's nine months.) But if your parents' income were $16,000 instead, the corresponding CSS estimate of amount available from their income would be $1,850.

More details on the process, should they interest you and your advisers, are given in the College Board publications, *A Letter to Parents: Financial Aid for College*, and *Financing a College Education: A Guide for Counselors.*

After reaching a total sum of what your family and you could reasonably provide for college from all sources, the CSS would add this figure to your PCS and send copies of it to the colleges and agencies you named on it. Each recipient is free to review and adjust the estimate as he thinks best. Each college would then figure your need as the difference between your total freshman-year expenses at that college and what you could afford. Your need naturally differs, then, according to what college you will go to. Each college that decided to would next offer you financial aid (probably in packaged or combined form) to meet some or all of your estimated need. (Scholarship programs, in adjusting the amount you would be awarded, would of course need to know where you will go to college.)

You might encounter systems of need estimation other than that of the CSS, though it is the oldest and most widely used in the country. New York State, in its very substantial financial aid programs for students who are legal residents of the state and go to college in the state, adjusts awards and grants on the basis of New York State income tax returns. A widespread system was introduced in the fall of 1967 by the American College Testing Program, the ACT Student Need Analysis Program, using the ACT Family Financial Statement as its basic form. Should a college or other sponsor

require you to file a completed ACT Family Financial Statement, you can obtain a form and information from your school's office or from the ACT Financial Aid Services office.

Seeking aid from colleges

Try first for aid you may need at colleges themselves, inasmuch as they represent by far the largest source of student financial aid. Apply for aid in addition to admission especially at a specific college you may like (and are well-qualified for) but where you could not meet the costs without aid. Much aid goes toward enabling students to attend more expensive colleges than they could otherwise afford.

To explore your prospects of obtaining aid from colleges, look into the colleges' own literature, in which many describe their aid offerings. General college directories often also include summary information on aid available at the colleges described. Colleges customarily award aid to the kinds of students they would most like to enroll, and judge applicants for aid on much the same basis as in judging applicants for admission. In order to qualify for aid from a college, as a result, you ordinarily have to be an unusually desirable applicant for that college. You should realize, though, that you could be about an average applicant at one college but an outstanding applicant at other colleges. Some colleges in their literature and some directories indicate the academic qualifications of applicants who are awarded aid at the college (or at least the minimum qualifications for applying). The most complete such information for a number of colleges appears in the *Manual of Freshman Class Profiles.*

Applying for financial aid from a college as well as for admission to it would rarely if ever prejudice your chances of being admitted. Many colleges have an "admit–deny" category

of accepted applicants, consisting of those who are admitted but denied financial aid (some for lack of need, and some for lack of college aid funds; Yale College was the first of several colleges, though, to adopt the policy of meeting the demonstrated financial need of all students it admitted).

However, college-awarded aid for which no minimum academic standing is required is available at many colleges. Any student who is making normal progress toward a degree and who has "exceptional" financial need is eligible for aid under the federally sponsored Educational Opportunity Grants Program. The colleges themselves award the grants, which range from $200 to $800 for freshman applicants and for which the Congress provided $110 million for 1967–68. Student jobs awarded by colleges under the federal College Work-Study Program similarly require no minimum academic standing to obtain, at least for the students from low-income families who are given preference in the program.

At a number of colleges, loan funds are also available to any students in good standing. And any student in good standing at a college in New York State who is also a legal resident of the state can receive a state Scholar Incentive Award of $100 to $800 a year, depending on need.

Part-time jobs

The time-honored American tradition of working your way through college is observed more widely than ever today, but for only part of college expenses. Your best source of information about part-time work while in college is again the college itself. Student job opportunities are often described in a college's literature for applicants. General directories usually have some information on student jobs at each college as

well. You might be awarded a term-time job as part of aid provided you as an applicant through the college's financial aid office, or get a job on your own through its student employment office after you enrolled. Student employment or placement offices at colleges in metropolitan areas often have many off-campus jobs listed, while off-campus work opportunities might be limited at rural colleges.

College officers will usually advise you not to try to work more than about 15 hours a week while studying full time, at least until you see how your freshman-year studies and activities progress. Typically, you might realize some $400 or more a year by working 10 to 15 hours a week from fall through spring in a campus job. If you don't go home and can live cost-free with relatives or friends during summer vacations, your earnings per summer may net an additional $250 to $450 to bring the total you earn annually as a student to $650 or more.

Summer jobs may be provided you by a college under the College Work-Study Program, but students more often arrange summer work themselves. A college's student employment office can be a good source of summer job listings; other students you meet once you are on campus should also be able to provide leads to good summer employment (and often term-time employment as well).

Imaginative college students have originated great varieties of ways to earn money while in college, usually through special campus service businesses of one kind or another.

If getting work experience in your chosen career field while you are in college strongly appeals to you, you might look into one of the 80 or more colleges that offer "cooperative" work-study programs. In one of these, you would alternate one term in full-time study at the college with a term in full-time work away from the college through most of your program. With

the alternate work-study terms, you would usually take five years to get the bachelor's degree.

Antioch College in Ohio has organized its entire curriculum around such cooperative education. Among other institutions well known for their cooperative programs are the University of Cincinnati, Northeastern University, Illinois Institute of Technology, and Drexel Institute of Technology. An organization of colleges with work-study plans, the National Commission for Cooperative Education, estimates that students in the programs earn an average of more than $2,000 a year, a large part of their college expenses (though off-campus living costs during work terms are usually higher than on-campus living costs). A list of the colleges currently offering cooperative programs for at least some of their students is available from the Commission.

Loans for college

Many students borrow substantially for college education. In the country's largest college loan program, the National Defense Student Loan Program, some one million students at 1,700 participating colleges have borrowed more than $824 million since the program began in 1958. Although they have obtained the National Defense Student Loans through their colleges, nine-tenths of the loan funds are provided by the federal government under the National Defense Education Act and one-tenth by the colleges. A National Defense Student Loan from your college thus represents your likeliest source of loan aid should you need it.

Terms on these loans are so favorable that they also represent a standard against which you should compare any other loan for college that you might consider. National Defense Student Loans are interest-free until you complete your education (and following military service,

if any); you then have up to 10 years to repay, with interest of 3 percent charged on the unpaid balance. Moreover, your loan turns into a scholarship should you enter teaching at any level, in public or private education, because part or all of your debt would then be cancelled. How large a loan you could get would be based on your demonstrated need; a number of colleges at which the demand for the loans is heavy also take academic ability into account in awarding them.

Your need would not be a factor in obtaining a college loan under another large federal loan system, the Guaranteed Loan Program. You would apply to a bank for a loan under the program, and could obtain up to $1,000 per undergraduate year were your family's income as adjusted for dependents under $15,000. While the bank would provide the funds for your loan, the government would pay the 6 percent interest on it during your studies and 3 percent of the interest after you got out of college (while you paid the remaining 3 percent interest) for up to 10 years. Families with $15,000 or more in adjusted income as defined in the program pay the 6 percent interest themselves. You could inquire about these loans at colleges, or at the department of education or public instruction of your home state's government. You may have difficulty locating a bank to advance you one of these loans, for the current period of high interest rates has made it hard for banks to allocate funds for them. A number of states have somewhat similar guaranteed loan programs, and low-interest loan programs of their own are conducted by a few colleges, foundations, and corporations (in the latter instance, usually only for employees or their children).

Quite a few profit-making banks, insurance companies, and commercial loan firms also offer loan plans for college, but naturally at higher interest rates than in the nonprofit pro-

grams. Look carefully into any college loan plan from a commercial source that may seem attractive to you; a list of 19 questions to raise before using such a plan appears in the College Board booklet, *Financing a College Education: A Guide for Counselors.*

Borrowing has the advantage over working while in college of enabling you to repay after your earning power has been increased by your education. Still, you should avoid taking on too heavy a loan. A growing number of colleges have become reluctant to let a student's total borrowing for the four college years rise above $4,000. A balance between what you plan to earn and what you plan to borrow will keep you from being overloaded by either.

Scholarships from noncollege sources

Seventeen states have general scholarship programs, and hundreds of other groups sponsor awards. Should you have good to exceptional academic ability, you may want to enter competition and qualify for a scholarship in one of the many scholarship programs offered by a great variety of sponsoring groups other than colleges. Financial need is taken into account in adjusting the size of awards in many of these programs. Most of the largest ones are conducted by state governments; the following 17 states have programs providing state residents attending college in the state with general scholarships, ones unrestricted as to field of college study (in addition, a number of these states and a good many others offer scholarships for future teachers, nurses, and other public-service professionals): California, Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Vermont, and Wisconsin. Information about their programs can be obtained by writ-

ing the state department of education or public instruction.

Hundreds of other groups provide scholarships, usually in small programs—companies, labor unions, church bodies, education groups, fraternal organizations, veterans and military groups, professional societies, and industrial associations among them. Eligibility for these programs is usually confined in some way to the membership or area of interest of the sponsor.

Varieties of awards are available through the National Merit Scholarship Corporation. More than 3,000 different scholarships are offered through their program. A private, nonprofit agency, National Merit locates and recognizes talent as the basic purpose of its program. It has played a major part in making the nation aware of the importance of encouraging students of marked academic talent. You are likely to enter the competition for one of its 3,000 awards through your school, inasmuch as many American schools overseas participate in the National Merit program. Available through the Merit program are some 1,000 one-time National Merit Scholarships of $1,000 each, additional four-year scholarships that numbered 1,980 in 1967–68, about 290 National Achievement Scholarships especially for Negro students and worth up to $1,500 a year for four years, and other special scholarships that numbered 320 in 1967–68. Moreover, many Merit program participants benefit by being recognized as a Commended student or a Certificate of Merit winner. About half of the 15,000 finalists for Merit scholarships win financial aid for college from Merit and from many other sources.

In order to try for one of these awards you should take the National Merit Scholarship Qualifying Test in your school in February of your eleventh-grade year. Either make sure be-

fore early January that your school plans to give the NMSQT, or, no later than January 10 of that year, have a letter requesting special arrangements to take the test in the hands of National Merit Scholarship Corporation.

In order to discover the ones you might be eligible to enter among the hundreds of special sponsored scholarship programs in existence, ask in your school and community and examine works listing the programs. Your parents might know of programs offered by your father's company or labor union, or by church, professional, fraternal, or other groups to which they belong. Your school may receive notices or literature about a number of them. Among publications listing them, the American Legion's booklet, *Need a Lift?*, identifies many for children of veterans or servicemen. Two recently revised directories you might consult are Angel's *How and Where to Get Scholarships and Loans*, and Keeslar's *National Catalog of Financial Aids for Students Entering College.*

Competition for sponsored scholarships is keen even in the smallest programs, and you would be mistaken to count heavily on winning an award in any one of them. Also, very seldom would an award cover even a large part of your college costs. Nevertheless, if you are at least a good student, they are worth looking into and perhaps trying for while also having alternate plans (probably loan and work plans) ready for paying for college.

Through military service, you might obtain what represents, in effect, extensive scholarship aid for college. An Education Officer at any military base would have information on such financial aid provisions, or you could inquire about them as indicated below.

Students who enter college after serving in the armed forces can currently receive at least $130 a month while studying full-time in college, for as many months as they spent on ac-

tive duty (if they served for more than 181 days). Details about these benefits may be obtained from the Veterans Benefits Office.

At hundreds of colleges ROTC units offer young men opportunities for financial aid as well as officers' commissions. Army, Navy, and Air Force units of the Reserve Officers Training Corps have different plans, but all provide some aid. In Naval ROTC units at colleges, for example, "contract" students currently get $50 a month subsistence through their junior and senior years; "regular" plan students get the $50 per month for four years plus payment for all books, tuition, and fees. The colleges' literature and general directories indicate which colleges have ROTC units. You could learn about its plan from an ROTC unit at a college that interests you.

Of course, the military service academies themselves provide all their students with both full-cost scholarships and military pay. The academies include not only the Army's West Point, the Navy's Annapolis, and the Air Force's Colorado Springs, but the U.S. Coast Guard Academy and the U.S. Merchant Marine Academy. All are highly competitive in admissions.

5. *Choosing and applying to colleges*

Making your final choices of colleges to which to apply by the end of the eleventh grade will give you a good chance of admission at any college for which you may be qualified. You should send your applications to the colleges in the late spring or early summer—being sure to do it while your school is still open—so that the colleges will have your application to consider no later than early in the fall of your twelfth-grade year.

Having your applications in by then works to your advantage in several ways. It allows time for the colleges to get additional information about you that they may want before their regular application deadlines, set by some colleges as early as January 1 for entrance in the following fall. It beats the earliest of scholarship application deadlines, which almost always precede admissions application deadlines, should you be applying for both admission and financial aid. It could spell admission for you at some colleges where places in the class entering in the next fall fill up very fast, or where openings go only to applicants with increasingly higher qualifications as the academic year progresses. It shows any college that you are a responsible and considerate student who has a keen interest in the college.

Applying by late spring or early summer is also early enough for almost all of the college "early decision" plans under which you might realize certain advantages, as will be explained shortly.

However, applying by this time would not allow you to enter a college at any time other than the fall following your graduation from school. Most colleges admit full-time freshmen only for the term starting in the fall (the few that admit freshmen in midyear say so in their literature for applicants).

When you make your applications, you should have already worked out what your

budget of major costs would be at each college you have chosen, and should have decided how you would probably finance your budget in each case.

Colleges to fit your needs

The colleges you thus choose to apply to should be ones that are suitable for you in three necessary ways, or you won't or can't attend them. They have to offer, as the first consideration, a program of studies that allows you to realize your educational and career plans—a program that at least appeals to you in its broad outlines or that specifically prepares you for some field you have in mind.

Second, they have to be colleges where you could be admitted, mainly on the basis of your academic preparation and performance, your school's recommendation, and your entrance test scores. Look in each college's literature to see if your preparatory studies meet its requirements or recommendations. Ask your counselor or adviser whether your school would recommend you for each college you are selecting. See what chances of admission you have at each college in the light of your school grades and test scores as explained elsewhere in this booklet. You should choose one or two colleges that are suitable for you and at which your admissions chances seem almost certain. How to proceed further if your admissions chances at a college you prefer are uncertain will be talked about shortly.

Finally, the colleges you choose to apply to must be ones you can afford to attend—possibly with aid, if you think you have a reasonable or sure chance of getting it. A college's literature will usually give you the latest and fullest information on freshman-year expenses, though initial summary information on expenses for individual colleges appears in most

directories. Be careful not to slight on how much you allow for books, clothes, and incidentals; $450 to $550 per year are amounts typically allowed for these expenses, which vary somewhat with the individual student.

Colleges to fit your preferences

Colleges where you apply also ought to be ones you like, ones at which you would feel both comfortable and stimulated. Otherwise, you well might not stay. Fellow students at a college represent the first respect in which a college should prove congenial to you. You can probably get along well enough with almost any group of normal young people, and at no college are the students all alike. However, you might particularly prefer the atmosphere of a men's college, or a women's college, or of a school of education (for future teachers), or a college of engineering. You might feel most attracted to a college at which a majority of students were excited by their studies and by intellectual concerns; or, on the other hand, you might feel more at home among students who were more enthusiastic about social life and sports but just ordinarily conscientious about their studies. Some colleges enroll mainly students from lower-income families; others (obviously, the most expensive ones, despite large financial aid programs they may have) tend to enroll large proportions of students from upper-income families. A number of colleges strive for students with diverse backgrounds and interests, in the belief that a widely diverse student body has a significant educational value in itself. You might agree.

From a college's literature, you can get some clues to what its students are predominantly like. But as you might expect, nothing in print is really conclusive about the qualities of student bodies. Information about their qualities

is presented, though, in some general directories and particularly in a special directory giving descriptive data on the flavor, customs, and rules of four-year college campuses, Joyce Slayton Mitchell's *The Guide to College Life*.

Colleges you choose to apply to should also meet your preferences in approximate level of academic demands and in general character. With respect to academic demands, you can probably be admitted to some colleges at which most of the students are somewhat more capable academically than you are; you can almost surely be accepted by other colleges where most students are somewhat (or a great deal) less able than you are. It is for you to decide which appeals to you, depending on what else you want or need to do while in college (like earning money, say). As for general character, such overall "feel" of a college comes across strongly from its look, its traditions, its adherents, its style. A college's character is made up of many disparate elements, but they all add up to one distinctive thing that anyone who becomes acquainted with colleges can sense—a mood, a stance, a kind of symphonic chord.

Have you ever been stirred by the character of different cities in your travels? The characters of colleges resemble the characters of cities, but a college's character is usually more cohesive than a city's. And the overall character of the college you attend is important for you to consider because it reacts with, and to some extent develops, your character. The late John F. Kennedy, for instance, was permanently influenced by Harvard College in a number of obvious ways, as was Lyndon B. Johnson by Southwest Texas State Teachers College (now State College).

A college's locale and its campus represent physical elements in its character that you ought to consider. Location is significant both

for general region of the country and for immediate surroundings, as mentioned before. Campuses, too, can please or annoy you as you live on them year after year. They range in basic style from New England Colonial to University Gothic, Midwest Victorian, Georgian, Spanish Mission, Neoclassic, Federal, rustic, and contemporary. A young woman who entered from abroad remarks of her college, which had been one of several that suited her in all fundamental ways, "I came here because it looked like what I'd always imagined a college to be."

Making your preliminary and final choices

Start making your preliminary choices of colleges to apply to early in your eleventh-grade year in order to give yourself time to discard poor possibilities and then find and thoroughly look into good ones. It will of course take you weeks to get literature from colleges or about them and to go over it carefully. Your preliminary choices may be outlandish, or they may turn out to be fine for you on close inspection. Probably, the first colleges you consider will be ones that you like or that are liked by people you know. Should you discover that any of them are inadvisable for you, either find other colleges that are similar to them in the qualities you want, or colleges with other qualities that are equally right for you.

Your questing and choosing will be highly individual. Don't be bothered at all if what seems appropriate for you does not correspond to the choices of your friends who are also heading toward college. Needless to say, an experienced guidance counselor can be a great help to you with every decision you reach. Talking with any open-minded friend who does not thrust decisions on you can help somewhat.

You should be narrowing down your choices

by April or May of the eleventh grade. Then, no later than the end of May, decide on from one to perhaps three or four colleges and begin applying to them.

First steps toward applying

To begin applying, write a business letter to the college introducing yourself and asking to be sent application forms and information. Write your letter as carefully as you would if you were applying for a job that you wanted badly. A sample letter that you might follow appears below and on the following page. Earlier requests for bulletins from colleges can be more casual, but your letter about applying should be neat, correct, and thoughtful. It may go into the folder a college sets up for you as an applicant, and thus be the first thing in the folder to show what kind of person you are. Type your letter if you can (inasmuch as typewriting is a helpful skill in college and many students can type), and put it on a sheet of white, unlined, 8½-inch by 11-inch paper (because this is easily filed, regular business-letter stationery).

Sample letter

Your home mailing address
Month, day, year

Note: I am a U.S. citizen attending _____ School in (place, country)

Director of Admissions
Name of college
Address of college

Dear Sir:

I am interested in applying for admission to _____ College as a freshman entering in September, 19__. A U.S. citizen, I am a student at the _____ School in

(place, country), and expect to graduate in (month, year). In college, I plan to study a _____ (general or particular kind of program—such as liberal arts program, liberal arts program with a major in science, premedical or prelaw program, engineering program, program for elementary school teaching certification, or the like).

I (intend) (do not intend) to apply for financial aid as well as admission.

Please send me the appropriate application forms and all information I need as a freshman applicant. I already have copies of your 19__–19__ _____ (for mentioning copies of any current college publications you may have previously obtained).

Enclosed is a stamped, addressed envelope for returning this material to me via air mail. I would be happy to send additional air-mail postage that some of the material may require if you let me know the weight or postage for such heavier items.

(Any brief, sincere comment you may wish to make about your reasons for interest in the college—general admiration, recommendation of an alumnus or current student who is a relative or friend of yours, your being impressed by particular programs or departments or athletic feats or professors or other features, and so on.)

Thank you for your help.

Sincerely yours,

(your signature as you would normally write it for business purposes)

(your name typed, if letter is typed)

(Note: this letter is adapted from similar ones appearing in Bowles's *How to Get into College* and Lass's *How to Prepare for College.*)

How many colleges to apply to

Every few years, a story crops up among guidance counselors and admissions officers about some young person who applied to a ridiculous number of colleges—18, in one instance; 26, in another. Obviously, you do not have to apply to any more than one college if it suits you in all ways, especially if it is one at which you can be certain of admission. By all means, apply only to one college if it is a good and certain one for you.

However, in the last two decades, at least several hundred of the nation's 2,000 colleges have departed from the formerly universal system of fixed standards for admissions. The several hundred have replaced fixed entrance qualifications with standards that vary according to the quality of the applicants above the minimum requirements stated by the college. Colleges with such varying standards are sometimes said to have "competitive" admissions policies; in effect, applicants to one of these colleges compete with each other for acceptance, with the college admitting those among them whom it decides to be the most highly qualified (according to many criteria besides just academic ones—artistic, scientific, organizational, inventive, literary, athletic, musical, civic, social, humanitarian, and so on).

As a result, you cannot be sure of being accepted by a college that has a competitive admissions policy. You can only be almost certain, somewhat sure, doubtful, or extremely skeptical about your chances of admission to that college. Many applicants who want to go to a college that is competitive in admissions consequently use a "mini-max" strategy. This maximizes their chances for acceptance while minimizing their chances of rejection. It consists of distributing their applications among colleges of three kinds: a college highly de-

sired but one at which admissions chances are possible but slim; a college equally desired but one at which admissions chances are about 50-50; and a college similarly desired but one where admission is virtually or actually certain.

You need not go out of your way, in your own case, to find one or more of each of the three kinds of colleges. The full strategy is good for you only if you want very much to go to a college of the first kind, where admission is competitive. Otherwise, use only the parts of this application strategy that fit your capabilities and college preferences. Also, notice that the colleges that fall into each of the three categories differ from student to student; your three kinds might well be quite different from the three kinds for a classmate of yours.

Knowing the "mini-max" strategy should enable you to see why it is absurd to send out indiscriminate applications. A student can apply foolishly to 50 colleges and not be accepted by any of them. From one to three well-placed applications have assured acceptance for the large majority of students actually in college today. No more than four to perhaps seven or eight carefully aimed applications are needed by any student, and any applications beyond three should be used mainly to extend chances at long-shot colleges.

Moreover, applying to an unnecessarily large number of colleges can prove expensive. Most colleges charge an application fee ranging from $10 to $25 that is due with the completed application. Application fees are often neither refunded upon rejection nor credited toward later charges when you enter a college. They help cover the college's administrative costs in handling applications, as well as help discourage trifling applications.

Because some colleges have competitive admissions policies, you need to be able to deter-

mine your chances of admission at prospective colleges. Remember that large numbers of colleges still have fixed admissions standards, which may be open or stringent. The University of Nebraska stated categorically for 1966–67, "All graduates of accredited Nebraska high schools are admitted." Just as categorically, the University of California stated for 1967–68, "To be eligible for admission to freshman standing, an applicant who is a resident of California must be a high school graduate who meets the requirements listed below." Two pages of precisely defined requirements follow; essentially, they amount to a typical college-preparatory program mastered with a B or better average, and scores averaging at least 500 on the Scholastic Aptitude Test and three specified Achievement Tests of the College Board.

College literature and some general directories can give you an approximate idea of your admissions chances at various colleges (with the most complete printed sources being the literature of some colleges and the oft-noted *Manual of Freshman Class Profiles*). In gauging your chances when you make your final choices of colleges to apply to, consult your counselor, current college literature, recently revised directories, or the colleges themselves.

Don't hesitate to write to a college to ask about your chances of admission whenever knowing them would be important to you. In order to advise you about your chances, a college needs to have a summary of your record in high school studies, your scores on entrance tests it requires, and possibly other pertinent information about you and your school.

Early decision plans

More than 400 colleges have a variety of "early decision" plans that might offer you an alterna-

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tive or addition to the three-pronged strategy described above. You can learn whether a college you are interested in has an early decision plan from its own literature for applicants. Applying under such a plan might relieve you of some months of uncertainty over admission to the college to which you wanted to go most of all.

Early decision plans generally work as follows. You apply shortly after the close of your eleventh-grade year, certifying as an early decision applicant that the college is your first choice and that, if the college offers you admission, you will accept it (and financial aid to meet your need should you have need). On about December 1 of your twelfth-grade year, the college will notify you of its decision. If the college is also one of the few that do not notify regular applicants until a fixed spring date (usually in mid-April), you are thus spared several months of uncertainty about your admission.

Naturally, in applying under an early decision plan, you have to pick a first-choice college, take the entrance tests it requires, and work out your financing plans several months earlier than in applying as a regular candidate for admission.

One of the two main types of early decision plans—the "single-choice" type—could work to your distinct disadvantage, however. Under a single-choice plan, you must agree not to submit applications to any other colleges until your early-decision college has notified you around December 1. For applicants in the States, being thus committed to a single application from about September to December of the twelfth-grade year poses no serious problem. However, because of the long delays in communication that hinder you as an overseas applicant, such a period can be critical for having your applications in at several colleges

carefully chosen to ensure at least one acceptance. As a result, consider your alternatives very carefully before applying under a single-choice plan. (More than 100 colleges, by the way, have such plans.)

You will not run this risk in applying under the second type of early decision plan, the "first-choice" type. Under a first-choice plan, you again commit yourself to go to your first-choice college if you are accepted (and aided as needed), but you can apply to other colleges at the same time. With some colleges that have first-choice plans, though, you may be able to get an admissions decision almost as early by being a very prompt regular applicant as you can by being an early-decision-plan applicant. Your one advantage in applying under early decision in this case might be your formal declaration through the plan that the college is your first choice. Such a declaration might enhance your chances of acceptance somewhat (though you could make a similar declaration with less impressive formality in a letter as a regular applicant).

You or your advisers may find it convenient to consult a booklet summarizing regular and early-decision-plan application deadline dates (with related information) for hundreds of colleges, *Admissions Schedules of the Member Colleges.* It is issued in annually revised editions by the College Board. The current edition points out one more general feature of early decision plans important for you to know; a college offers such a plan, it observes, "*only* for candidates . . . whose credentials are such as to make the probability of admission high." In other words, you should be well qualified for a college if you apply under its early decision plan.

The few "early admission" plans at colleges differ basically from early decision plans. In finding out about colleges, you may see that a

few of them have "early admission" plans. Such plans are basically unlike early decision provisions. For, under an early admission plan, very able students actually enter college a half-year or a year before they are due to receive their high school diplomas. Shimer College in Illinois, as an example, admits about a fourth of each entering class under an early admission plan (which Shimer calls, "early entrance").

6. *Meeting admissions and financial aid requirements*

Your application form

Your completed application form alone will not be a decisive factor in your admission at most colleges. If a competitive admissions college interests you, though, your application can have a substantial effect. It usually stays up front in your folder, and thus gives a general impression that colors all the rest of your papers. What to do to make your application create a favorable impression should be fairly obvious to you. Make it neat and clear, whether you write or type it. Make it complete, not with some answers carelessly left out. Send it in early, when it will not have to be scanned in a rush with a great many others.

Applications for some colleges ask you to write short essays about yourself or your reasons for wanting a college education. Colleges use these essays to get some idea of your ability to write and of your character and interests. Mature sincerity and naturalness are qualities that appear to good advantage in such essays. A contrived effort of yours in one of them might not ring true. Some impassioned and eloquent essays have on rare occasions proven a major factor in decisions to admit at competitive colleges. At such colleges, superficial essays bristling with errors lower admissions chances.

Applications often ask a number of questions about your extracurricular activities, hobbies, community service, personal reading, jobs, and other things you may have done outside your studies. Admissions officers do not expect you to have done a great deal in all these directions. Instead, they look for evidence of sustained interest and unusual accomplishment for someone your age along one or two of these lines—and count them in your favor, in the case of competitive colleges.

School transcripts

On the part of your application that reports on your studies, there are two things you should make sure of. This part of the application is filled out and sent to the college by your school.

First, as early as you can manage in high school, make sure you take all the subjects required or recommended for entrance by colleges that interest you (or as many of these subjects as possible).

Second, make sure the colleges you apply to receive school reports of your studies for all four years prior to your graduation—by seeing either that your present school has and will send your record from the ninth grade on, or that any prior schools of yours will send their parts of it.

Colleges state their subject requirements fully in their literature for applicants and summarize them in a few general directories (notably *American Universities and Colleges*, *American Junior Colleges*, and *The College Handbook*). As a few summaries show, requirements vary from general outlines (like Stanford University's, "Applicants are expected to present a well-balanced secondary school program, including at least four academic subjects in each year") to specific definitions (like that of the University of Texas at Austin, "High school graduation with a prescribed pattern of subjects is required for admission"; the prescribed patterns, Texas adds, differ for different colleges and schools of the university). The University of Washington sums up its detailed definition by saying that state resident applicants "must also complete a college-preparatory program of 16 units, including 12 from the following areas: English, three; college-preparatory mathematics, two; a foreign language, two; a laboratory science, one; social sciences, two; and electives from these fields, two." (A

"unit" is usually defined as a year's study of a subject in a class meeting five periods a week through the school year.) By contrast, Columbia College has no "rigid unit requirements," but recommends "four years of English, four years of mathematics, three years or more of a foreign language, three years of history, two years or more of laboratory science, and some study of music or art."

Requirements like those of the University of Washington are about the minimum you would find required for entering a four-year liberal arts program. Columbia's represent about the maximum recommended (or required) amount of preparation you might meet.

Your present school is probably providing you with the kind of preparation expected by many colleges, but some colleges that interest you may have certain special subject requirements. Because of this, find out for yourself about their subject requirements a year or two before you graduate, if possible, in order to have time to make up deficiencies.

You may find that one or more courses required by a college you like are not offered by your school—for instance, a one-year course in American history (an example that seems to have troubled a number of overseas American students). One source from which you can take American history or some other subject you need by mail is the "High School Supervised Correspondence Study" program of the University of Nebraska. A full range of high school courses is offered in the program, which recently received state accreditation to issue diplomas. Some American students overseas have completed studies for their diplomas in the program.

Many hundreds of secondary schools in the States and some schools overseas give courses of college-level work for their more able and ambitious students. These advanced courses

are offered in general cooperation with the Advanced Placement Program of the College Board. Under the program, the Board provides Advanced Placement Examinations each May for students who have taken advanced courses voluntarily introduced by their schools. Grades on the examinations are sent with related information to colleges named by the students. The colleges then may award advanced placement (that is, a waiver of introductory college courses), course credit, or both to students who qualify on the basis of examination grades and performance in the courses.

Many hundreds of colleges have adopted policies on thus granting placement or credit for some or all of the 16 college-level courses currently covered by the examinations. These colleges would tend to regard any such advanced courses in your record as added worthwhile features of your preparation; at competitive colleges, the courses would tend to add a bit to your admissions chances. At the same time, your chances would not be lessened by not having taken the courses if your school did not offer any.

Colleges need to have a full record of your studies from the ninth grade on in order to judge the adequacy and quality of your academic preparation. One guidance counselor found from her years of work at an American school in South America that students often had to take special steps to obtain their academic records from schools they had attended previously. In some cases, these young people even wrote to friends near their former schools to ask the friends to get their records personally from the schools. In case you may need to do this, inquire early of officers of your present school about how they suggest your full record be assembled for colleges to which you will apply.

Colleges that rarely if ever have had students come from your school will need to know

something about the school in order to understand the meaning of your transcript of courses and marks. The admissions director at Duke University, for instance, notes in particular that an explanation by an overseas school of its grading system "would expedite the evaluation of a student's credentials." Such concern is also expressed by the head of admissions at Massachusetts Institute of Technology. M.I.T.'s interpretation of a student's high school performance, he says, "depends very heavily on the nature of the student's school and the curriculum. Therefore," he adds, "it is highly important that the student acquaint us early in the game with the nature of the school in which he was studying—its sponsorship, and the college-level choices toward which it is primarily oriented."

Some overseas American schools accordingly aid their students by enclosing with application transcripts brief descriptions of the schools. These school "profiles" usually give basic facts about the school, and especially about its curriculum, marking system, student body, and staff, in one to four duplicated or printed pages. A number of admissions directors also believe it helpful to have a summary description of each of the courses taken by an applicant (given possibly in a modest course catalog booklet).

Your chances of admission will naturally be enhanced if your school sends such necessary explanatory material along with its part of your application.

Applicants to some schools of music or of fine arts at colleges are required to demonstrate their ability through auditions or portfolios. Should you need to meet such a requirement, write the college in advance to ask how to proceed. Few if any colleges will fail to offer you some alternative to having you come to the campus to show your work.

School recommendations and other references

Most colleges will ask to have your school make a recommendation concerning your ability, character, and plans with respect to the particular college. A main responsibility of your school in its recommendation will be to characterize you perceptively and at sufficient length. The admissions director at Stanford University mentions having seen perfunctory recommendations for some overseas applicants, for example, and stresses, "Colleges often need detailed and even anecdotal information concerning the applicant."

You should take one or two steps in connection with the recommendation yourself. One is to find out if your school will *not* recommend you to some colleges you have in mind, and to apply, probably, only to those for which it will recommend you. Another step is for you to acquaint the counselor (or other officer of your school who will write your recommendation) with what you have done outside studies from the ninth grade on while enrolled in other schools. This will allow your earlier nonacademic activities to be included in the recommendation. (Or you might instead have your prior school or schools do recommendations commenting on what you did while enrolled.)

School recommendations based on close knowledge of the applicant and written with candor can have a substantial influence on admissions decisions at competitive colleges.

A few colleges not only welcome recommendations from one or two of the applicant's teachers, but request them. Most competitive colleges will find it helpful to have an assessment of you as a student by a teacher of yours who knows your work well. Other adults who report in letters of reference on specific capabilities and qualities you have evidenced in

employment or sports or any significant endeavors can be helpful to your case.

On the other hand, vague character references from prominent family friends, or from associates of your parents in work, count for little and sometimes backfire—particularly if the writer is a figure of power and prestige. Admissions officers strive to admit young people on the basis of their merits rather than their connections. Pressure instead of insight concerning an applicant rouses suspicion of the applicant in admissions officers. "The thicker the file, the thicker the candidate," has become something of a byword in admissions offices for young people who are glibly endorsed by too many people in high places.

Interviews

You need not worry about not being able to travel to a campus for an admissions interview if a college you like requires or recommends it for all applicants. Colleges very commonly have such an interview held by an alumnus in your vicinity, or waive the interview requirement.

Be relaxed in an interview if you do have one with an officer or other representative of a college. Many admissions officers are acquainted with research studies showing that impressions from admissions interviews prove unreliable compared to other indicators of how well applicants might do in college. As a result, the main purpose of interviews for most colleges is to inform applicants about the college rather than to judge applicants for admission. The impression you make during the interview is thus not likely to count against your chances at a competitive college for which you seem otherwise well qualified.

But making a favorable impression in the interview can help you somewhat at a competi-

tive college. As in writing about yourself for admission, naturalness and sincerity on your part are the qualities most likely to stand you in good stead in interviews. Should your parents go with you to an interview session, they should keep still or leave after meeting the interviewer for courtesy's sake at the start; it is you, not they, who will be going to college. Characteristics that interviewers would like to see in you as an applicant are much the ones you might imagine—poise, tact, maturity, and lively interest in whatever may be your bent.

How colleges use entrance test scores

Most American colleges today require or recommend entrance tests for their applicants, as indicated earlier. Entrance tests help you find colleges that fit your academic abilities, and help colleges estimate the academic abilities of applicants, in uniquely useful ways. As you may have seen in going to different schools, a great many things about schooling—such as courses, student abilities, and marking standards—vary a great deal from one school to another. In consequence, you have no way of telling what your B– average in the actual courses you've taken would represent at Tulane University, for example (not unless a number of students have gone from your school to Tulane and had their academic work there analyzed in the light of their school courses and grades by a counselor in your school). But you can tell what your entrance test scores probably mean compared to the scores made by students who have entered Tulane from a great many schools.

In effect, entrance tests provide uniform yardsticks with which students and colleges can mutually gauge their academic levels in order to find reasonably good fits. The tests are built to measure two kinds of capabilities—

one, capability or readiness for college studies regardless of the particular kind of preparatory program a student has taken; and the other, readiness based on particular subject areas he has covered in school. Aptitude and achievement are common names for these two general kinds of abilities.

How you do on entrance tests will be reported to you in scores on marking scales deliberately picked to be different—on a scale of 200 to 800 points (or 20 to 80) in the case of College Board tests, or on a scale of 1 to 36 points in the case of ACT Program tests. These two large entrance testing programs will also give you charts with which you can translate your test standings into a form perhaps more readily understandable, the form of "percentiles." A score of yours that places you at the "40th percentile," for example, means that your score is above the scores obtained by 40 percent of all students in some nationwide reference group specified—such as all U.S. high school seniors, or all U.S. college-bound students taking that test in recent years.

An example or two illustrates how to use such information initially. Suppose that you rank at about the 40th percentile in overall performance on College Board or ACT tests. At a college where a large majority of students ranged between the 20th and 60th percentiles in test standings, you would rank about in the middle in measured academic ability. Such a college would likely be one where you could do passing or better work, where the academic demands should be moderately challenging to you, and where you could probably be admitted. However, at another college at which almost all the students ranged from the 85th (or 90th) through the 99th percentile, you would probably fail to keep up with the high academic demands, and you would therefore be very unlikely to be admitted.

Colleges to which you ask that your entrance test scores be sent will certainly make one kind of allowance in interpreting them, and may make a second kind as well. Either kind will tend to help you in case your test standings come out lower than apparently justified.

First, allowances are made for inaccuracies and variations that occur in test scores for individuals under generally normal conditions. In making such allowances, a college takes your scores only as broadly approximate indications of your ability—rather than as any precise and final determinations. For example, if an actual score you obtained placed you at a percentile of 41.5 among all high school seniors, most colleges would take this to indicate that your actual ability probably lies somewhere between the 35th and 45th percentiles, or perhaps between the 30th and the 50th. From what the college knows about tests, that is, it would not be surprised if your later scores on the same test varied within such ranges or even more. Explanations of such allowances are given in booklets telling what your scores mean—among them, *Your College Board Scores: Scholastic Aptitude Test, Achievement Tests; Interpreting Your ACT Scores*; and *Handbook for Merit Program Participants.* Any of these will automatically be provided you through your school with a report of your scores after you have taken the tests offered by the College Board, ACT, or National Merit.

Second, colleges will probably make allowances in your case if you are not a fairly typical middle-class, college-bound American student. For instance, a college would expect your scores to be lower than your academic ability actually warrants if English were your second language and you had been in foreign schools most of your life. Such students "may have a little more difficulty in College Board tests," a Yale University admissions officer comments,

"since the pattern of education has not familiarized them with the method of these tests. We take this into consideration in judging their qualifications for admission."

If you come from a low-income family representing a disadvantaged minority in American life, a college might discount scores of yours that happened to be lower than the scores of most students it accepts. Indeed, many colleges would make wide allowances to admit you and give you later help if you were a disadvantaged student—and if your test scores and school record reflected just some possibility of your being able to do passing work at the college. These colleges would make the allowances for the sake of opening opportunity to you.

Tests you may have to take

To learn which tests you should take for the colleges that interest you, see the colleges' own statements of their current test requirements and recommendations. Do this early in your eleventh-grade year, if possible, so that you will have time to get and absorb all the information you need, to register for the earliest testing that may be advantageous to you, and possibly to take the tests for your guidance. College test requirements are often quite specific not only about which test or tests to take, but about the dates on which they should be taken. Moreover, students applying to colleges for financial aid as well as admission must often meet earlier and more extensive test requirements. (Test requirements also differ for early decision plan applicants, you'll recall.)

Most likely, as noted before, you will find that a college will want you to take either College Board tests or the test of the American College Testing Program. The only other test taken almost as widely by college-bound students is

the National Merit Scholarship Qualifying Test (which is not used for college admission but serves as the only access to the many grants awarded under the Merit program). Colleges in a few states (Florida, for instance) may have a special state test requirement, but if you ask they will advise you of arrangements or alternatives for your special situation. Most scholarship programs sponsored by agencies other than colleges also use either College Board or ACT tests if they require tests.

You pay a fee to take one of these tests. The 1969–70 fees are $5.50 for the basic test of the College Board (the SAT), $6 for the ACT test, and $1.25 for the National Merit test.

Many hundreds of colleges require the College Board's Scholastic Aptitude Test (or SAT) for admission, and a large number of them (but not all) also require from one to three Achievement Tests of the College Board. Both the three-hour SAT and the one-hour Achievement Tests consist almost entirely of multiple-choice, "objective" questions (that is, questions you answer by choosing one of several possibilities listed for each question). The tests are currently given on six scheduled test dates a year at College Board test centers around the world. (Many overseas centers, though, operate only on two or three of the six test dates.) You should register to take a College Board test from four to six weeks in advance. Should you otherwise have to travel more than 75 miles to a regular Board test center, the Board will set up a special center for you free of charge if possible.

Detailed information on arranging to take these tests is given in the annual *Bulletin of Information: College Board Admissions Tests.* Complete information on how to take the tests, together with illustrative and practice sample questions, appears in annually revised descriptive booklets, one on the SAT, one on the

Achievement Tests, and one on the "Supplementary" Achievement Tests.

Should a college you like require a certain Achievement Test—perhaps the one in biology, or in American history and social studies—you may find it to your advantage to take that test late in the year you are completing the corresponding course in school. Ordinarily, you would wait until your twelfth-grade year to take the SAT and Achievement Tests as required for admission by a college you have applied to. However, taking an Achievement Test for a subject as you are completing it in the tenth or eleventh grade could save you the trouble of later reviewing the subject just for the test.

Many colleges require or recommend the American College Testing Program test battery—the ACT test—for admission. The three-hour ACT test is also given at centers around the world on scheduled testing dates and must be registered for from four to six weeks in advance. A very large number of the colleges using the ACT test, however, do not insist on having applicants who are outside the country take the test abroad; rather, on request, these colleges advise students that they can wait to take the test after they arrive on campus to enroll, when the college will give it to them.

Full information on the ACT test battery and arranging to take it appears in the annual *ACT Student Registration Manual*, which also contains sample test questions.

As noted before, if you take the National Merit test in trying for a scholarship offered in the Merit program, you will probably do so in your school in February of your eleventh-grade year. How to relate your test scores in a general way to your college and career plans is described in a booklet you will receive with the scores, the *Handbook for Merit Program Participants.*

Both the ACT and the Merit tests consist of multiple-choice questions.

Under special circumstances, you might possibly take other College Board examinations that are not required or recommended for admission or financial aid. These are the Board's three-hour Advanced Placement Examinations, mentioned previously. You would most likely take one or more of these only if your school were giving college-level courses covering much the same material as the examinations. The very rare individual student who has progressed into college-level studies by another route is welcome to take the examinations if he wants to try for advanced placement or credit from his future college through them. If you are such a student, you can inquire about the examinations by writing to the Advanced Placement Program at the College Entrance Examination Board. The ones in modern foreign languages—French, German, and Spanish—may be of special interest to you or your school. Others among the examinations currently offered are American history, biology, chemistry, English, European history, Latin–Vergil, Latin–comedy, Latin–lyric, Latin–prose, mathematics–calculus AB, mathematics–calculus BC, physics B, and physics C.

At various points, this booklet has urged you to compare your academic ability with the ability of students at colleges you are considering. About the only practical way for you to do this on your own (without an experienced guidance counselor, that is, should this be necessary) is through scores on admissions tests, chiefly the SAT. You may accordingly find it helpful to take the SAT for guidance in the eleventh grade, early enough to be able to use your scores in looking for colleges that would fit you academically. Taking it then ought to be particularly informative for you if you are interested in competitive or highly competitive colleges, for just about all such colleges require the SAT. And a great many of them give extensive information

about the SAT score distributions of their applicants and accepted freshmen (and of applicants to whom they awarded financial aid) in the current edition of the *Manual of Freshman Class Profiles.*

These and quite a few other colleges give often sketchier information about the test score distributions of their students in their own literature and in some general directories. Among these are colleges using the ACT test, so that their distributions would of course be given for ACT test scores.

Your school may make it unnecessary for you to go to the trouble of registering individually for the SAT in the eleventh grade by giving the Preliminary Scholastic Aptitude Test (PSAT) in October of your tenth- or eleventh-grade year. The PSAT is a two-hour version of the SAT offered by the College Board for schools to give to their students especially for guidance purposes. Scores on the PSAT are reported on a scale of 20 to 80, paralleling the 200-to-800 scale for SAT scores. Interpretative booklets furnished with your PSAT scores enable you and your advisers to estimate your likely SAT scores from those you earn on the PSAT.

Colleges normally want applicants to take College Board or ACT tests in the twelfth grade on the dates they specify. Again, find out early from the colleges to which you apply precisely what their requirements are in your case, and arrange to meet them accordingly. You may be able to have SAT and Achievement Test scores you earned before the twelfth grade accepted by the colleges to satisfy their requirements. In any event, make sure to find out and to carry out what the college wants.

Special financial aid requirements

Watch for early and special filing dates if you apply for aid. Although basic requirements for

financial aid applicants are usually much the same as those for admissions applicants, aid applicants must often file their applications by earlier deadline dates. Your first concern as an aid applicant, then, is to start inquiring early about deadline dates by which you have to file and, later, to keep ahead of them.

If you are applying for aid from a college, you indicate this on your admissions application and perhaps give further information on a separate, supplementary application for financial aid. Your parents will probably have to fill out a Parents' Confidential Statement or similar form to estimate your need, as previously explained. You will very likely be required to take entrance tests earlier than admissions applicants, and may be asked to take additional tests (such as specified Achievement Tests). In order to qualify for scholarship aid from a college, you also usually have to be better qualified than many applicants accepted only for admission.

If you apply for aid in a scholarship program of a sponsor that is not a college, you customarily have to file the same credentials with the program as you would with a college—application, test scores, transcript, recommendation, references, and the like. These programs of course set their own requirements, and the individual program will advise you of what it specifies.

7. Handling acceptances and rejections

Time conflicts in accepting admissions offers

Once all your applications and transcripts and test scores and other credentials are in, most colleges will let you know whether you are admitted within a few weeks. Such a policy of admitting applicants through the academic year (especially after the applicants' midyear marks are received) has come to be known as a "rolling admissions" policy.

For most college-bound students, rolling admissions is fine. They pick a college suitable for them; it admits them; they accept. You should similarly have no problem if the college of your first preference practices rolling admissions. The college will relieve you of suspense over admission some time during your twelfth-grade year. If it admits you, please note, it understandably makes its offer to let you enter subject to your keeping up your work in your studies and graduating as planned.

Colleges vary, however, in the times they set for notifying you of their decisions. They also vary in the times they set for requiring you to reply to their offers of admission (and of financial aid). These variations might pose problems for you, as you will shortly see.

Under one widespread system for having you reply, some 300 colleges enter annually into a "Candidates Reply Date Agreement" under which they pledge not to require an applicant to accept admission and aid offers until a specified date in the late spring (May 1 in 1969, and usually about then every year). The College Board sponsors the agreement, and the colleges subscribing to it are all College Board members. These colleges join in the agreement for the benefit of well-qualified applicants who are likely to be offered admission by more than one competitive or highly competitive college. They agree to forego requiring earlier replies,

as the agreement says, "so that a candidate may be able to give consideration to all opportunities available to him." They want to avoid having an applicant take an offer from one college for fear of not getting in or not getting aid elsewhere.

A number of colleges among the 300 do not notify their applicants of admissions decisions until a spring date they specify. The eight Ivy League colleges, for example, generally use a common mid-April date (April 12 in 1969) for notifying all applicants of their acceptance or rejection. Colleges that use such spring dates might be called "late-notification" colleges, in contrast to the much larger number of "rolling-admissions" colleges.

Among rolling-admissions colleges, you would be required to reply to offers on different dates by different colleges. Some of these colleges would offer you admission early but not require you to reply until the Candidates Reply Date; others would offer you admission early but require you to reply within a few weeks or by a time earlier than the Candidates Reply Date.

Problems could consequently arise for you as follows if you are a strongly qualified candidate interested in a competitive college. Suppose that you have applied to an Ivy League college or two where you would prefer to go but are uncertain of admission. Suppose that you have also applied to two rolling-admissions colleges that you like reasonably well and where you are virtually assured of admission—and that these two require speedy replies to offers of admission.

Then, rather early in your twelfth-grade year, the two rolling-admissions colleges admit you and ask you to accept. One or both may require with your acceptance a nonrefundable deposit of perhaps $50 against your dormitory-room or tuition charges. However, it will still be some

months before you learn whether you have been admitted by one of the Ivy League colleges.

Should you be caught in such a predicament, only one course that is both honorable and educationally sound is open to you. Immediately upon your receipt of a rolling-admissions offer, tell your preferred late-notification college of your plight and ask for its advice. In a number of instances, that college will advise you of its likely decision in your case. If the college does not, however, you have to take one of two undesirable alternatives. Either you accept an early offer, and stand ready to forfeit your deposit money (and at least your implied word) in order to go to a competitive college if it later accepts you. Or you accept early and forget about competitive, late-notification colleges to which you have applied.

Fortunately, only a fraction of the million-and-a-half or more students a year who enter American colleges find themselves in such dilemmas. And a number of admissions officers are seeking ways to improve the practices that put any students in predicaments like these.

Deciding where you will actually go

Quite aside from possible problems in timing of acceptances, you may find that the hardest decision of all comes in choosing between offers from two or more colleges. Your choosing at this point will not be hypothetical; it will determine where you actually invest years of effort and thousands of dollars in an experience that will influence the rest of your life.

Try to consider all that you have found out about colleges in order to make a good final choice. Remember, for instance, your objectives—the program of study you want, and the kind of campus and fellow students you want. In particular, do not jump at a large financial

aid offer from a college that meets your need while dismissing a smaller aid offer from a less expensive college that also meets your need; the difference usually reflects only the higher expenses at the first college rather than any greater financial gain on your part. In fact, if two colleges offer you aid based on what you need to go to the colleges, the offers should enable you to decide between the two colleges on educational grounds alone instead of partly on grounds of money.

Your thinking may become more clearly focused if you talk over your perplexities with understanding persons—friends, parents, advisers, teachers. Once you have decided and have had your acceptance definitely confirmed, be courteous enough to let all other colleges at which you have applications outstanding know that you are withdrawing because you have arranged to go elsewhere. Then head on to other things without doubts and with enthusiasm for your carefully chosen college.

If you are put on a college's waiting list

A college with a fixed spring notification date might tell you on about that date that you had been put on its waiting list. Getting on the list represents, on the one hand, an honor approaching that of admission. On the other hand, the state of being "wait-listed" is a kind of limbo from which you cannot count on getting into the college. Should you find yourself on a college's waiting list in the late spring, you would be wise to go ahead with plans to attend another college.

If you have to make last-minute applications

If you have not chosen wisely colleges to which to apply, or if circumstances have prevented

you from following the long-range timetable of planning for college given on page 9, you may find yourself without an acceptance in April or May of your twelfth-grade year. By then, a large majority of American colleges will have completely filled their freshman class for the following fall. Your best recourse is probably to register as soon as possible with one of the college admissions centers described in the next section, but other steps you might take are these.

First, pore through recently revised college directories to locate some of the relatively few colleges—lesser-known colleges, often in rural areas of the South Central, West Central, Southwest, and Rocky Mountain states—that have application deadline dates as late as July, August, or September. Then, select several varied ones that come closest to fitting your needs and write to them immediately. You can also find a number of such colleges—at this time or earlier—in the current annual *Directory of Member Colleges* of the Council for the Advancement of Small Colleges, available from the Council.

A second step is to look for initial possibilities in a copy of the current annual "Survey of Colleges with Room for Students" made by *Changing Times* magazine. Almost 500 colleges and universities reported that they would still consider applicants with average high school grades in the 1968 survey, published in the magazine's May issue and in a reprinted leaflet.

Following through on either or both of these steps may result in your being accepted at a college worth your while to attend. It is unlikely, though, that the college will be as suitable for you as one you could have gone to had you started looking carefully a year or two earlier.

One further (though probably even less de-

sirable) possibility is also open to you: to begin college studies in one of the evening programs offered by many colleges and universities in metropolitan areas. Admission to such a degree-credit, part-time program is often open to any high school graduate although the full-time day program at the college may be quite selective in admission. Inquire about evening programs at individual colleges in areas where you could live away from the college (since evening programs are almost entirely for commuting students).

Using an admissions center for late acceptance

One of the best steps you can take if you have not been admitted to a college by the spring of your twelfth-grade year is to register at a college admissions center (sometimes informally called an admissions "clearinghouse"). The first of these, called the College Admissions Center, was begun in 1958 by the Association of College Admissions Counselors. It was created specifically to bring unplaced applicants like yourself to the attention of a wide range of regionally accredited colleges that still had room for students after much of each regular admissions cycle had ended.

You register with the Center by sending it an application and having your school send copies of your regular admissions application credentials. With the application you send a registration fee, $20 at present. Several hundred colleges that regularly use the Center would then be able to see your qualifications. Among these colleges are institutions of many kinds in all parts of the country. Those colleges that wanted to offer you admission (and possibly financial aid) would then write to you directly. Registrants at the Center currently hear from an average of some 18 colleges per student.

You can obtain an application and information by writing to the College Admissions Center.

Another nonprofit admissions center that operates in a similar way as the agency of an association of colleges is the College and Graduate Admissions Assistance Center (sponsored by the Council of Higher Education Institutions in New York City).

If you felt very unsure during your eleventh-grade year about your chances of admission at colleges you might like to attend, you could make another and earlier use of an admissions center. Early in the twelfth grade (or even late in the eleventh) you might register at a center. You could then see which colleges among those using the center would offer you admission. At that point, you would be able to look into the colleges that were interested in you and select one that seemed to fit you well in matters like program, academic demands, expenses, students, and location.

Heading toward entrance

Getting ready to go off to college involves a whole maze of practical arrangements, especially for someone like yourself coming from outside the country. You should find it a rather exciting maze, though, having settled the big question of where to go to college. Your college itself will present you with hosts of questions, along with help on the answers. You will have to think about things like rooming and board, roommates, clothing, money, advance program planning, freshman orientation, and arrival and registration dates. You may find it helpful to turn for advice to teachers in school and to friends and families who have been through the experience recently. Books on what college is like may also help you get set for your interesting years ahead.

Information sources and service organizations

Identified and briefly commented on below are basic sources of information, explanation, and assistance in your planning and applying for college. The list includes organizations as well as publications, and gives the books referred to in the text with a few others that may also be helpful to you. The list is by no means exhaustive; you may come upon works not mentioned here that can serve you as well as some of those noted below. A number of the larger and more expensive works cited may be more appropriately obtained by an officer or the library of an overseas American school than by an individual student. (Book prices given are for paperbound editions unless otherwise noted; addresses given are not repeated after their first listings.)

General advice on college-going

You need see only one or two of these books of general advice.

Choosing a College, John C. Hoy, 1967. Written by the dean of admission and freshmen at Wesleyan University; especially informative for students interested in highly competitive colleges. (Dell Publishing Co., 750 Third Ave., New York, N.Y. 10017, $1.95.)

College Ahead! Eugene S. Wilson and Charles A. Bucher, 1964 (rev. ed.). The senior author is dean of admission at Amherst College; sympathetically and readably phrased broad advice. (Harcourt, Brace & World, 757 Third Ave., New York, N.Y. 10017, $1.65.)

College Entrance Guide, Bernice W. Einstein, 1968 (rev. ed.). Detailed advice by an experienced guidance counselor. (Grosset & Dunlap, 51 Madison Ave., New York, N.Y. 10010, $1.95.)

Complete Planning for College, Sidney Sulkin, 1968 (rev. ed.). Mr. Sulkin is best known as the widely respected education writer at *Changing Times* magazine. (Harper & Row, 49 E. 33rd St., New York, N.Y. 10016, $3.95.)

How to Get into College, Frank H. Bowles, 1968 (rev. ed.). Incisive and comprehensive interpretation by the former president of the College Board. (E. P. Dutton & Co., 201 Park Ave. So., New York, N.Y. 10003, $4.95 clothbound; 1963 ed., $1.25.)

How to Prepare for College, Abraham H. Lass, 1966 (rev.

ed.). Highly readable, down-to-earth counsel by a leading American high school principal who is also a newspaper columnist. (Pocket Books, 630 Fifth Ave., New York, N.Y. 10020, $1.95.)

College directories

You need use only one or two of these directories extensively but may want to consult others for additional information.

The ACAC Handbook for College Admissions, 1967–1970, Shirley J. Ramsay, ed., 1967 (rev. ed.). One-page listings of key summary information by each of 662 colleges and universities that are members of the Association of College Admissions Counselors; includes brief data on academic demands of colleges. (The Association of College Admissions Counselors, 801 Davis St., Evanston, Ill. 60201, $5.50.)

Accredited Institutions of Higher Education, American Council on Education, issued every Feb. and Sept. Lists regionally accredited institutions and professionally accredited programs among them; new full entries supplement the two following works. (American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036, $2.50 per year, $2 per issue.)

American Junior Colleges, Edmund J. Gleazer Jr., ed., 1967 (rev. ed.). Comprehensive information on each of 750 two-year colleges. (American Council on Education, $14 clothbound.)

American Universities and Colleges, Otis A. Singletary, ed., 1968 (tenth ed.; rev. ed. issued every four years). Comprehensive information (including brief data on academic demands) on each of more than 1,250 four-year colleges and universities (all those in the U.S. that had regional accreditation when the edition closed). (American Council on Education, $22 clothbound.)

The College Handbook, 1967–69, College Entrance Examination Board, 1967 (rev. ed. issued biennially). Descriptive statements (often including brief data on academic demands) by each of 707 member colleges and universities of the College Board; summarizes each college's testing and other admissions requirements; to incorporate extensive data of the *Manual of Freshman Class Profiles*, below, starting in 1969. (College Entrance Examination Board, Box 592, Princeton, N.J. 08540, $3.50.)

Comparative Guide to American Colleges, James Cass and Max Birnbaum, eds., 1968 (rev. ed.). General information on each regionally accredited four-year college and university with brief data on academic demands and rat-

ings devised by the authors. (Harper & Row, $4.95.)

Directory of Member Colleges, Council for the Advancement of Small Colleges, 1968 (rev. ed. issued annually). Descriptive information on 83 colleges in 33 states that are generally open to students of modest capability or to late applicants, and that provide education of worth-while quality though many do not have (but are working toward) regional accreditation. (Council for the Advancement of Small Colleges, 1346 Connecticut Ave., N.W., Washington, D.C. 20036, free.)

Directory of Sources for Higher Education Planning, Science Research Associates, Inc., 1965 (rev. ed.). Basic information on two-year and four-year colleges and universities. (SRA, 259 E. Erie St., Chicago, Ill. 60611, $4.25.)

Earned Degrees Conferred, 1965–1966, U.S. Office of Education, 1968 (rev. ed. issued annually). Helpful for finding colleges with bachelor's degree programs in many different fields through its listing of the numbers of each kind of degree awarded by each college and university. (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $2.)

The Guide to College Life, Joyce Slayton Mitchell, 1968. Detailed information on regulations for students and features of student life for four-year colleges and universities. (Prentice-Hall, Englewood Cliffs, N.J. 07632, $3.50.)

Junior College Directory, 1967, American Association of Junior Colleges, 1967 (rev. ed.). General information on two-year colleges. (American Association of Junior Colleges, 1315 Sixteenth St., N.W., Washington, D.C. 20036, $1.50.)

Lovejoy's College Guide, Clarence E. Lovejoy, 1968 (rev. ed.). General information on all two-year and four-year colleges and universities in the U.S. (Simon & Schuster, 630 Fifth Ave., New York, N.Y. 10020, $3.95.)

Manual of Freshman Class Profiles, 1967–69, College Entrance Examination Board, 1967 (rev. ed.). Very extensive data on the levels of academic demands for a large number of colleges; statements for each of 520 member colleges and universities of the College Board; sent only to school or college officers, not to students; supplements *The College Handbook*, above, with which it will be consolidated (hence it will be discontinued as a separate publication) starting in 1969. (College Entrance Examination Board, $6.50.)

The New American Guide to Colleges, Gene R. Hawes, 1966 (rev. ed.). Abbreviated general information (including data on academic demands) for all two-year and four-year colleges, universities, and graduate schools in the U.S. (New American Library, 1301 Avenue of the Americas, New York, N.Y. 10019, 95¢; with added counselors' refer-

ence material, Columbia University Press, 440 W. 110th St., New York, N.Y. 10025, $8.95 clothbound.)

Financial aid

ACT Family Financial Statement, The American College Testing Program, issued annually. A form (with explanation) required by colleges and scholarship programs using the recently established ACT system to help estimate the financial need of aid applicants. (Financial Aid Services, ACT Program, Box 1000, Iowa City, Iowa 52240, free.)

A Letter to Parents: Financial Aid for College, Sidney Margolius, issued annually. Ten-page leaflet giving general advice and information. (College Entrance Examination Board, free.)

Approved List of National Contests and Activities, National Association of Secondary-School Principals, issued annually. Includes scholarship and other college financial aid programs sponsored by noncollege agencies that have been approved as educationally sound for school participation. (National Association of Secondary-School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036, free.)

Counselors' Manual for "How about College Financing?", American Personnel and Guidance Association (S. Norman Finegold), 1968 (rev. ed.). Up-to-date booklet for counselors to accompany pamphlet for parents, *How about College Financing?* (American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009, $1 for manual, 30¢ for pamphlet.)

Financing a College Education: A Guide for Counselors, College Scholarship Service of the College Board, issued annually. Up-to-date booklet with coverage including new federal student aid programs, the CSS financial need estimating system, and questions about commercial loan programs for college. (College Entrance Examination Board, free to schools.)

How about College Financing?, pamphlet for parents, 1964; see *Counselors' Manual*, above.

How and Where to Get Scholarships and Loans, Juvenal L. Angel, 1968 (rev. ed.). An up-to-date directory primarily on scholarship programs sponsored by noncollege agencies. (Regents Publishing Co., 200 Park Ave. So., New York, N.Y. 10003, $3.50.)

How to Earn (a Lot of) Money in College, Harvard Student Agencies, Inc., 1968. Imaginative ways to campus earnings lightly and currently set forth by men and women undergraduates at Harvard and Radcliffe colleges. (Harvard Student Agencies, Harvard University, Cambridge, Mass. 02138, $1.95.)

National Catalog of Financial Aids for Students Entering College, Oreon Keeslar, 1967 (rev. ed.). An up-to-date directory of financial aid programs sponsored by noncollege agencies. (William C. Brown Company, 135 S. Locust St., Dubuque, Iowa 52001, $6.95 clothbound.)

National Merit Scholarship Corporation; nonprofit organization that awards several thousand scholarships a year, including several hundred specifically for Negro students through the National Achievement Scholarship Program. (990 Grove St., Evanston, Ill. 60201.)

National Scholarship Service and Fund for Negro Students; nonprofit organization that helps Negro students go to a wide variety of colleges by assisting them to gain admission and financial aid from these colleges, and by providing them with supplementary grants; inquire early if interested, as NSSFNS counseling services are provided during a student's eleventh-grade year. (6 E. 82nd St., New York, N.Y. 10028.)

Need a Lift?, The American Legion, 1968 (rev. ed. issued annually). Up-to-date information on many scholarship programs sponsored by noncollege agencies; especially strong coverage of scholarship aid for veterans' and servicemen's children. (The American Legion, Dept. S, Box 1055, Indianapolis, Ind. 42606, 25¢.)

Parents' Confidential Statement (PCS), College Scholarship Service (CSS) of the College Board, issued annually. A form (with explanation) required by some colleges and scholarship programs using the long-established CSS system to help estimate the financial need of aid applicants. (College Scholarship Service, Box 176, Princeton, N.J. 08540, free.)

U.S. Office of Education; current information on all federal programs of financial aid for college students. (Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.)

Veterans Benefits Office; current information on veterans' educational benefits. (Veterans Benefits Office, Washington, D.C. 20025.)

College admissions centers

ACAC College Admissions Center, 801 Davis St., Evanston, Ill. 60201.

College and Graduate Admissions Assistance Center, 461 Park Ave. So., New York, N.Y. 10016.

Other sources

American College Testing Program; information on the widely used ACT entrance examination and ACT Financial Aid Services. (Box 168, Iowa City, Iowa 52240.)

College Entrance Examination Board; information on the widely used Scholastic Aptitude Test (SAT) and Achievement Test admissions examinations, Advanced Placement Program, and College Scholarship Service. (For general inquiries, 475 Riverside Dr., New York, N.Y. 10027; for publications, as above.)

The College Student's Handbook, Abraham H. Lass and Eugene S. Wilson, 1965. Advice for students on what college is like and how to do well in it. (David White Co., 60 E. 55th St., New York, N.Y. 10022, $2.65.)

Guide to Success in College, Bernice W. Einstein, 1968. Advice for students on what college is like and how to do well in it. (Grosset & Dunlap, $1.95.)

High School Supervised Correspondence Study Program. (University Extension Division, The University of Nebraska, Lincoln, Neb. 68508.)

How an Ivy League College Decides on Admissions, Katherine T. Kinkead, 1961. A full and fascinating account of admissions at a highly competitive college—in this case, Yale College—for those interested in the matter. (W. W. Norton & Company, 55 Fifth Ave., New York, N.Y. 10003, $3.50.)

How to Visit Colleges, National Vocational Guidance Association, 1965. Booklet on visiting prospective colleges; discount in your case its stress on the importance of visits. (National Vocational Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009, 25¢.)

National Commission on Cooperative Education; information on cooperative "work–study" programs at colleges. (52 Vanderbilt Ave., New York, N.Y. 10017.)

National University Extension Association; information on correspondence study. (1785 Massachusetts Ave., N.W., Washington, D.C. 20036.)

Occupational Outlook Handbook 1968–69 (Bulletin No. 1550), U.S. Department of Labor, 1968 (rev. ed. issued biennially). Interesting accounts of the current basic features of some 700 occupations, including educational preparation required for them. (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $4.25.)

"Survey of Colleges with Room for Students," *Changing Times* magazine, 1968 (issued every May). Lists the many colleges across the country that still have room for students by late spring. (Reprint Service, *Changing Times*, 1729 H St., N.W., Washington, D.C. 20006, 75¢.)